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ABSTRACT

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving disadvantaged students. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. Part 1 describes the competency identification phase of the disadvantaged component including review of related research, a questionnaire survey of Florida vocational educators involved with the disadvantaged, the findings (competencies listed in rank order with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 15-page table under 95 competency statements grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school, community, and student relations, and (8) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade administators/supervisors, directors, and teachers of disadvantaged vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

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EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT:

DISADVANTAGED COMPONENT

COMPETENCY AND CRITERIA IDENTIFICATION PHASE:

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR TEACHERS AND ADMINISTRATORS WORKING WITH DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

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In Cooperation With
Florida State Department of Education
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Tallahassee, Florida 32304

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Final Report of
Competency and Criteria Identification Phase
Of Disadvantaged Component

Project No. VTAD-5 #6-0128

From September, 1975 to June, 1976

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT: DISADVANTAGED COMPONENT

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR TEACHERS AND ADMINISTRATORS WORKING WITH DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

Program of Vocational Education
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The project reported herein was conducted pursuant to a grant from the Division of Vocational-Technical Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

FOREWORD

The competency-based teacher education (CBTE) movement is being explored as a viable alternative to the traditional time-based, course oriented approach to teacher education. The field of vocational-technical teacher education has been involved in CBTE for some time. Several states and teacher education institutions are developing and implementing competency-based programs aimed at preparing and certifying professionally competent vocational educators at various levels. Florida's commitment to competency-based vocational teacher education is well-known.

In an effort to promote CBTE for vocational education, the Florida Department of Education, Division of Vocational Education, funded the initial phase of an exemplary competency-based vocational teacher education project at Florida State University. This project, called Project ACTIVE, is aimed at developing a viable competency-based approach to preparing vocational teachers, administrators, supervisors, and related professionals.

Several individuals have contributed significantly to the progress of this project. Mr. Joe Mills, Director of Vocational Education, Division of Vocational Education, Florida State Department of Education, and Dr. Kenneth Eaddy, Chief, Bureau of Vocational Research, Dissemination and Evaluation, have demonstrated their personal and professional commitments to the competency-based approach. Their support and leadership have made this project possible.

The Disadvantaged component of the project had several contributors. The project staff wishes to acknowledge the valuable contribution made by jury members who validated preliminary competency statements and assessment criteria. Their input has added greatly to the validity of the project findings. The reader should refer to pages 26 and 46 for the complete listing of jury members. Finally, vocational educators throughout Florida who responded to the survey instrument are gratefully acknowledged.

Robert E. Andreyka
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This report is one of a series that focuses on the competency and criteria identification phase of the Exemplary Competency-Based Vocational Teacher Education Project at Florida State University. Each report covers one of the teaching, leadership, or special needs components within the project. This series of reports is listed below:

Report No.

TEACHING COMPONENTS

1. COOPERATIVE VOCATIONAL EDUCATION
2. INDUSTRIAL ARTS (competency ident. only)
3. TRADE AND INDUSTRIAL (also delivery system)
4. VOCATIONAL BUSINESS EDUCATION

LEADERSHIP COMPONENTS

5. ADMINISTRATION/SUPERVISION
6. CAREER EDUCATION
7. RESEARCH AND EVALUATION

SPECIAL NEEDS COMPONENTS

8. DISADVANTAGED
9. HANDICAPPED

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OVERVIEW

OVERVIEW

COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION

Very few movements in education have received more widespread attention than the competency-based teacher education (CBTE) movement. Houston and Howsam (1972) reported that rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency-based movement. Already well underway, the approach offers promise of renovating and regenerating teacher education. Equally significant, the authors added, it appears probable that it will do so in record time.

For those who doubt whether competency-based teacher education is with us to stay, the following sampling of national involvement in CBTE may be somewhat surprising (Andreyka and Blank, 1976):

- over 30 states report either legislative/administrative support for CBTE or are studying the concept seriously;
- nearly a hundred teacher education institutions report either "total" CBTE programs or alternative programs;
- there are at least 20 national consortia, institutes, centers or other groups whose primary or major function is the promotion of the CBTE movement; and
- literally hundreds of articles, position papers, monographs and other publications dealing specifically with CBTE appear monthly.

It seems, then, that much of the time we now spend philosophizing and debating the relative merits and demerits of CBTE and whether it will survive should, perhaps, be directed toward implementing the concept and making it work.

Origin of the CBTE Movement

Like any major educational trend, it is impossible to establish the exact date marking the beginning of the competency-based teacher education movement. The concept seems to have evolved slowly and steadily during the past two decades. Schmieder (1973) has identified some of the motivational forces that appear to have given impetus to the CBTE movement:

1. Introspection of the Educational Community
2. Emphasis on accountability

3. Increased focus of political action on fiscal issues

4. Management organization movement

5. Press for personalization and individualization of education

6. Desire of state education departments to develop more effective certification processes and standards.

Elam (1971) in one of the earliest in-depth looks at the competency-based teacher education movement, placed the origins of CBTE somewhat earlier. He pointed out that CBTE predates the current rage for accountability and most probably has its roots in the general conditions present in society and the institutional responses to them characteristic of the Sixties.

The vocational teacher education field has been involved in the CBTE movement for some time. Early studies by Walsh (1960), Courtney (1968), Crawford (1967), Ratner (1967) and others were aimed at identifying competencies important to vocational and technical teachers and related personnel. The comprehensive competency-based vocational teacher education research and development project at the Center for Vocational Education (Cotrell, et al, 1971) was begun in 1967, before the development of much of the current popularity of CBTE.

Need For Competency-Based Vocational Teacher Education

For many years, vocational and technical teachers, administrators, supervisors and related personnel have received their professional preparation in traditional university-based programs. These programs usually consist of a series of courses focusing upon the acquisition of knowledge and which culminate in a paper and pencil evaluation. This course-oriented approach for preparing teachers and individuals in leadership roles is coming under criticism for not meeting the real needs of practitioners (Finch and Hamilton, 1975; Norton et al, 1975).

Among the shortcomings associated with the traditional approach are:

1. Objectives are vague or general

2. Program is content and textbook-oriented

3. Assessment is only cognitive in scope

4. Content and objectives are based upon tradition

5. Program focuses on general principles but seldom relates these to the problems faced by educators

6. Instruction is not tailored to the needs of individuals

7. The end product is not systematically evaluated

8. Minimum standards of acceptable performance are not established.

Finch and Hamilton (1975) reported that many of the professional courses completed by vocational and technical teachers are offered in random sequence and often focus on principles and techniques related only generally to the teacher's actual role in the classroom and laboratory. Schaefer (1971) reported that present vocational teacher education programs amount to nothing more than small encounters with a large and complex personnel development problem.

Competency-Based Vocational Teacher Education Programs

An increasing number of vocational-technical teacher education programs are exploring the competency-based approach for preparing teachers, administrators, supervisors, and related professionals. Some programs have primarily focused on the professional needs of teachers in particular service areas while others have addressed the professional needs of vocational-technical educators in several service areas and levels. While space does not permit a detailed review of competency-based vocational-technical teacher education programs currently in operation, the following does give a brief overview of some CBTE research and development activities which have focused on identifying competencies needed by vocational educators at various levels and in several service areas.

A study by Courtney (1968) identified the need for a common core approach to competency identification. Courtney reported that much of the controversy surrounding teacher education deals with determining what should be included in programs. A second study (Courtney and Halfin, 1969) involved the identification of professional competencies needed by instructors in vocational agriculture, home economics, trade and industrial education, distributive education, and business education. Forty randomly selected teachers from four different states participated in the study. An important aspect of this research was the use of factor analysis for grouping competencies into categories.

Spaziani and Courtney (1971) conducted a research project in which secondary and community college teachers were asked

to rate 99 professional competencies. The rating scale used was an adaptation of Bloom's taxonomy of educational objectives (Bloom, 1956). Competencies were rated according to level of proficiency needed by teachers: knowledge, comprehension, application, analysis, synthesis, or evaluation.

Terry, Thompson, and Evans (1972) completed a study in Illinois in which 107 vocational educators from all service areas were assembled and asked to identify and categorize professional competencies needed by vocational and technical teachers. Four-hundred-seventy-seven competencies were identified in this manner.

A comprehensive common core CBTE research and development project was conducted by the Center for Vocational Education at The Ohio State University (Cotrell et al., 1971). First, professional competencies (performance elements) common to teachers in all vocational service areas were identified as well as additional competencies important to teacher-coordinators in cooperative vocational education programs. Performance-oriented objectives were then developed for each performance element identified. A total of 384 performance elements were identified by the Center's research.

Next, self-instructional curricular materials based upon the competencies previously identified were developed. Modules were developed that were designed to help teacher trainees attain specific professional competencies. More than 100 separate modules in 10 categories were developed that incorporated the 384 performance elements (Center for Vocational Education, 1974).

These competency-based teacher education modules underwent advanced testing at Colorado State University, Rutgers University, and Florida State University during 1975 (Center for Vocational Education, 1975). Ten additional test sites were added during the Fall of 1975, one in each of the 10 United States Office of Education regions (Hamilton, 1975).

Volger and Patton (1974) reported on a department-wide CBTE program in the University of Michigan occupational educational program. This program was designed to prepare trade and industrial, health occupations, vocational business, and distributive education teachers with generic professional competencies. This program began in 1971 and is now fully implemented. Competencies originally identified by the Center for Vocational Education constituted the basis of the program.

Competency-Based Vocational Teacher Education In Florida

There has been a considerable amount of research and development activity in competency-based vocational-technical teacher education in Florida. In its 1974 report, the Florida State Advisory Council for Vocational-Technical Education recommended that efforts to identify unique competencies needed by teachers in specific vocational program areas be continued and upgraded (Florida Department of Education, 1974). It was reported that during fiscal year 1974 work was begun in State Department funded projects to identify unique professional competencies in home economics, industrial, and diversified education.

In a publication entitled The Florida Program For Improving the Training, Evaluation, and Licensure of Educational Personnel (Florida Department of Education, 1971) it was reported that the executive committee of the Teacher Education Advisory Council requested that a plan be devised to improve teacher education and certification in this state. Current research and development activities reported included:

1. Develop comprehensive statements of teacher competencies and develop instruments for assessing them

2. Conduct research to demonstrate the relationship between teaching competency and student learning

3. Identify and produce material for training teachers and other educational personnel in specified competencies

4. Assist institutions and school districts with staff development for teacher training personnel.

A study was conducted in 1972 (Lima) to identify competencies important to Florida's business education teachers. In 1974, a study was conducted in Florida aimed at identifying common and unique competencies for teacher coordinators in work experience and diversified cooperative training programs. A study completed in 1975 (Perkins) identified 164 professional competencies important to Florida's trade and industrial education teachers.

Phase I of a competency-based teacher education project aimed at trade and industrial education teachers has been completed in the state of Florida (Andreyka, 1975). This program has identified 32 entry level competencies needed by that state's T & I teachers. Also identified were assessment criteria that may be used to assess mastery of the competencies. The project also involved the review of samples of competency-based teacher education instructional materials available from

throughout the country. A wide variety of individuals was involved in competency and criteria identification and validation. Participating were trade and industrial education teachers, administrators and supervisors, teacher educators, state department representatives, Board of Regents representative, and the Florida Industrial Education Association.

Phase II of this project addressed four major issues involved in implementing CBTE. These issues were implementation of CBTE in the university setting, development of a viable preservice and inservice program and the identification of alternative funding sources for competency-based teacher education.

A study completed in 1976 (Blank) identified over 100 professional competencies important to community college technical instructors in engineering, health, distributive, business, and public service technologies in Florida.

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT AT FLORIDA STATE UNIVERSITY

Florida State University as well as other universities in Florida and throughout the nation currently prepare teachers and related professionals using the traditional course-oriented approach. These traditional teacher education programs usually vary in content relevance and overall program quality. The FSU Competency-Based Vocational Teacher Education Project was initiated because of feelings by many vocational educators that traditional university courses might not be meeting the real needs of vocational teachers and related professionals.

The Exemplary Competency-Based Vocational Teacher Education Project at Florida State University is aimed at developing and implementing a totally competency-based professional vocational education program. Called Project ACTIVE (Attaining Competence for Teaching In Vocational Education), the project's intention is to overcome many of the shortcomings of the traditional course-oriented approach to preparing professionally competent vocational and technical teachers and related personnel. This is an exemplary project and could serve as a research base for developing a CBTE model for other Florida universities and also other states.

This report is one of a series and it focuses on one component of the project. Other reports have been prepared describing the other teaching, leadership and special needs components within the project. This series of reports covers the initial phase of the project: *Competency and Criteria Identification*. Listed below is the report number for each component.

Goals and Objectives

The long-range goal of the project is to develop an exemplary competency-based vocational teacher education and leadership development program. The project is aimed at meeting the professional needs of the following groups, both at the preservice and inservice levels:

Report No.

TEACHING COMPONENTS

1. Cooperative Vocational Education
2. Industrial Arts
3. Trade and Industrial
4. Vocational Business Education

LEADERSHIP COMPONENTS

5. Administrators/Supervisors
6. Career Education Specialists
7. Researchers

SPECIAL NEEDS COMPONENTS

8. Disadvantaged
9. Handicapped

The research effort was designed to accomplish the following objectives:

**1. Identification and validation of professional competencies (skills) important to vocational teachers and professional support personnel.

**2. Identification and validation of specific assessment criteria for assessing mastery of competencies.

3. Development and/or adoption of performance-based, self-paced learning packages designed to help participants master important competencies.

4. Development of evaluation instruments and strategies providing for objective assessment of competency mastery while the participant is performing in an actual school situation.

5. Implementation of a competency-based program in a traditional university setting.

6. Development of instruments and strategies for overall program evaluation.

**The first two objectives have been accomplished and they are the focus of this series of reports.

Conceptual Model

The first step in the exemplary project was to develop the conceptual framework of the CBTE program. After reviewing various conceptual models of CBTE programs (Elam, 1971; Houston and Howsam, 1972; Norton et al, 1975) the project staff developed a model which would be suitable for vocational-technical teacher education (Andreyka and Blank, 1976). Figure 1 shows a schematic of this model while Figure 2 explains each element of the model in more detail.

Figure 1

CBTE CONCEPTUAL MODEL

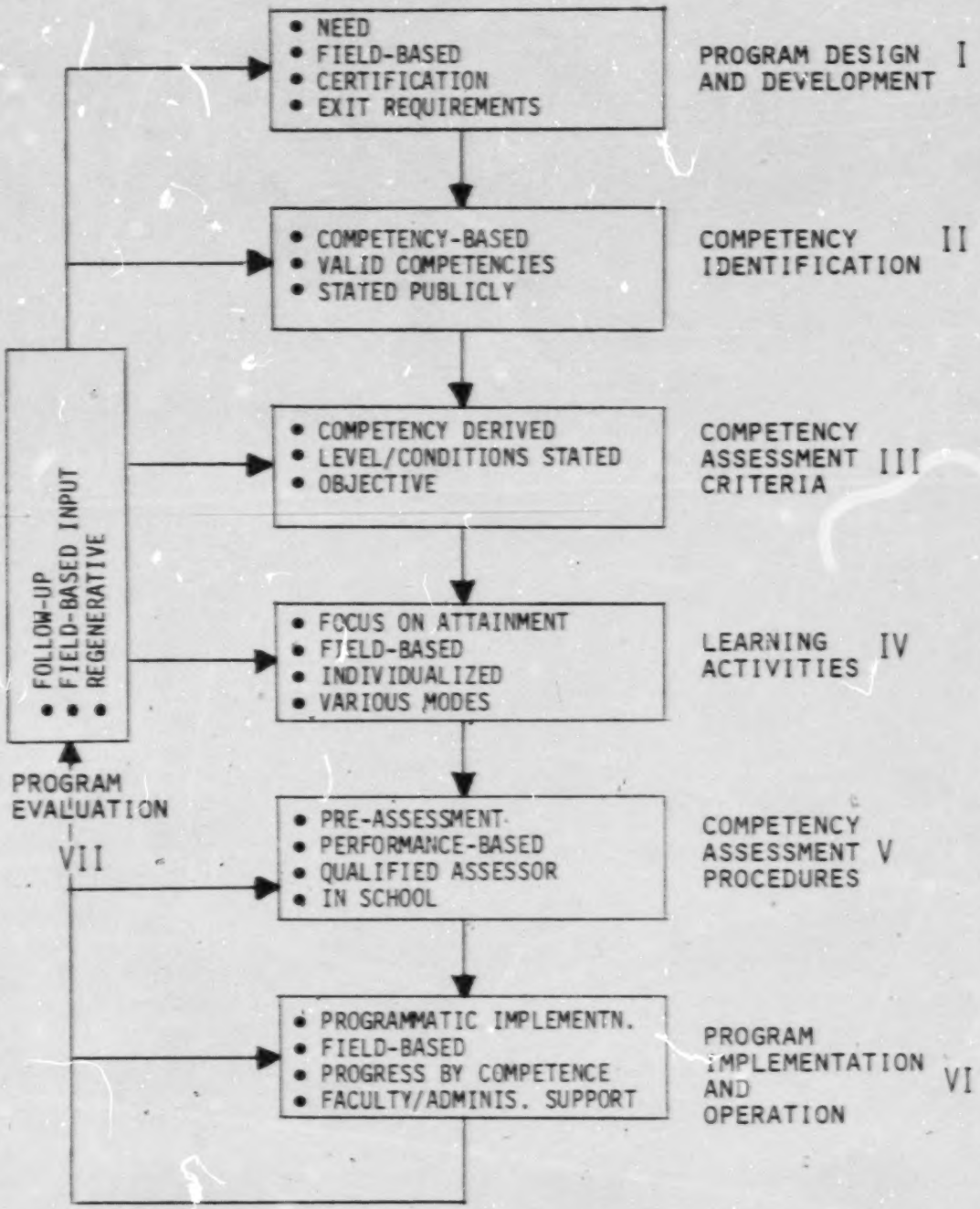


Figure 2

Elements of CBTE Conceptual Model

I. Program Design and Development

A. *Need Identification.* A thorough statement should be provided on the need for the program, including its advantages over the present program and benefits to prospective teachers and their potential students.

B. *Field Based Design Effort.* Evidence should be available that input was received from teachers, state department personnel, parents, students, principals, advisory committees and professional organizations during program design.

C. *Certification.* Program should produce certifiable individuals; certification personnel should be consulted to allow for certification by mastery of competencies rather than by course completion.

D. *Emphasis on Exit Requirements.* The program should place primary emphasis on recording mastery of competencies and eliminating non-relevant entrance requirements.

II. Competency Identification

A. *Basis for Program.* The program should be based solely on appropriate prespecified competencies that have been identified as being important to teachers.

B. *Valid Competencies.* Competencies should be validated by consensus of opinion of qualified experts, or sound research base such as task analysis, teacher poll, literature search or other.

C. *Statement of Competencies.* Teacher trainees should be able to demonstrate, whenever possible, the mastery of competencies as they are stated, and competencies should be made public in advance.

III. Competency Assessment Criteria

A. *Derived from Competencies.* Criteria for assessing competency mastery should be based solely on the competencies themselves.

B. *Expected Level of Performance and Conditions.* The

expected level of performance for successful mastery and under what conditions should be stated and made public in advance.

C. *Objective Assessment Criteria.* Assessment criteria should be specific and objective and based on observable performance by teacher trainee.

IV. Learning Activities

A. *Focused on Competency Attainment.* Learning activities should be focused solely on helping teacher trainees master pre-specified competencies.

B. *Field Based.* Learning activities should be based on actual teaching conditions wherever practical.

C. *Different Modes Available.* Various modes of instruction should be utilized including mediated instruction.

D. *Individualized Instruction.* Self-instructional and self-paced instruction should be available where practical.

V. Competency Assessment Procedures

A. *Pre-Assessment.* Opportunities should be available for pre-assessment for diagnostic purposes and to permit credit for competencies already mastered.

B. *Based on Performance.* Competency mastery should be based primarily on teacher-trainees performance and/or desired change in behavior of students.

C. *Setting.* Assessment should be carried out in an actual school setting whenever practical.

D. *Qualified Assessor.* Assessment should be carried out by one or more qualified resource persons who have teaching experience.

VI. Program Implementation and Operation

A. *Programmatic Implementation.* Total program should be competency based rather than course by course substitution.

B. *Faculty/Administrative Support.* Program should have necessary faculty and administrative support to function on a competency based format.

C. *Field Based.* Program implementation should involve teachers, state department, parents, principals, professional organizations, students and others.

D. *Progress by Competence.* Teacher trainees should proceed through program based on competency mastery rather than by course or time frame.

VII. Program Evaluation

A. *Follow-up.* Follow-up procedures should be established to determine if graduates are as effective as graduates from other programs.

B. *Field Based.* Program evaluation should receive input from various sources in the schools.

C. *Used for Program Improvement.* Program evaluation data should be used directly to improve the program.

Competency and Criteria Identification Phase

This series of reports covers the initial phase of the project which identified professional competencies important to practitioners in each component of the project. Also identified were specific assessment criteria that may be used to assess mastery of the competencies. Subsequent phases of the project will be based upon these professional competencies identified and validated as important to vocational teachers, administrators and related support personnel throughout Florida. Professional competencies important to practitioners within each area of the project were identified, along with assessment criteria, by surveying vocational educators in the field.

Preliminary lists of competencies were identified in each component within the three major areas of the project--teaching, leadership and special needs. Each preliminary competency list was submitted to a jury consisting of persons with expertise in the appropriate area, for preliminary validation. Jury members had broad latitude to revise, add, or delete competency statements.

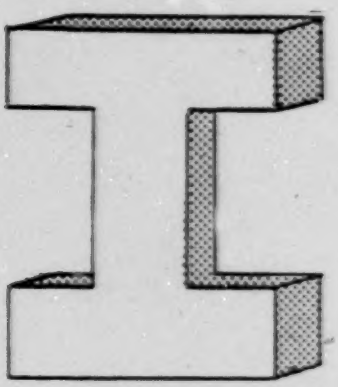
Based on comments of jury members, the competency statements were revised, compiled on a survey instrument, and submitted to a sample of practitioners in the field for each component of the project with the assumption that teachers and other professionals were qualified to identify competencies most important to them.

These survey instruments were mailed to vocational and technical teachers, administrators, supervisors, researchers, career education specialists and cooperative vocational education teacher-coordinators. These individuals rated each competency as to its importance to them in their positions. Data from returned instruments were analyzed to identify significant differences among sub-groups within each component.

For each competency validated as important, specific, objective assessment criteria were written that may be used by an evaluator to assess whether individuals have mastered the competency. Preliminary criteria statements were written for each competency, submitted to a jury comprised of individuals with expertise and experience in that particular area, and revised based upon a synthesis of jurors' comments.

Later phases of the project will include the adoption and development of learning materials, development of assessment strategies and instruments, implementation in the university setting, and development of program evaluation techniques. This report describes the competency and assessment criteria identification phase for one component within the project. Additional reports have been prepared describing the competency and criteria identification phase of the other teaching, leadership and special needs components.

PART I



DISADVANTAGED COMPONENT — Competency Identification

CHAPTER 1

INTRODUCTION - COMPETENCY IDENTIFICATION PHASE

Vocational education for disadvantaged students is available through regular vocational programs at various levels in modified and special programs. The term "disadvantaged" means different things to different people, but in vocational education it describes a student who needs extra help to succeed in a regular vocational education program (Matters, 1974). Florida defines disadvantaged students as, "persons who cannot succeed in the regular vocational education programs without special consideration or services." (Florida State Department of Education, 1974-75). The Florida State Plan states that it is its policy to promote vocational education programs for disadvantaged students. It is the goal of the State to help the districts to meet the needs of all disadvantaged persons who want and can benefit from vocational education. (Florida State Department of Education, 1974-75).

Disadvantaged students have special needs because they are usually products of poverty, neglect, delinquency, and cultural or linquistic isolation. Regular vocational programs for the disadvantaged strive to serve as many students as possible with provisions included for supportive services (Florida State Advisory Council on Vocational Technical Education, n.d.).

In order to successfully meet the unique needs of disadvantaged students enrolled in vocational education programs, the professional competencies most important to vocational teachers and administrators serving these students should be identified. Teacher education programs which include the competencies needed by vocational teachers and related professionals who serve disadvantaged students, can better prepare individuals to serve these students with special needs.

Traditional vocational teacher education programs have focused on helping teachers meet the career oriented needs of students without learning disadvantages.

Need

In 1961, President John Kennedy directed the Secretary of Health, Education, and Welfare to appoint a Panel of Consultants on Vocational Education. Recommendations of this panel were incorporated into the Vocational Education Act of 1963. The panel insisted that "vocational education must become responsive to the urgent needs of persons with special

difficulties preventing them from succeeding in a regular vocational program" (Evans, Mangum, and Pragan, 1969).

The 1963 Act provided federal funds to four specific groups. Among the groups to be served were, "persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program" (Evans, Mangum, and Pragan, 1969).

The difficulty since 1963 has been getting educators to recognize and meet the needs of the disadvantaged. The 1968 Amendments to the 1963 Act addressed this issue. The Congressional intent of the Act was not to "isolate" these special needs students, providing them with short-cut training for entry level jobs. Nor was the disadvantaged student to be passed over by a starting point beyond reach, or trained for second class economic citizenship. The charge to vocational educators was to take the disadvantaged from where they are to where they should be. This should be done with proper inputs from vocational educators. This strategy should open the full range of economic opportunities to disadvantaged students according to their ambitions and capabilities. (Evans, Mangum, Pragan, 1969).

Purposes

The purpose of this study was to identify professional competencies important to vocational teachers, administrators, and supervisors who work with disadvantaged students in the vocational classroom and laboratory. Vocational educators have become increasingly aware of the need for teachers and support personnel with expertise in this area. This study identified specific competencies, needed by vocational teachers, administrators, and supervisors, as well as assessment criteria to use in evaluating mastery of competencies.

CHAPTER 2

REVIEW OF RELATED RESEARCH

Several vocational educators have suggested a need for specially trained personnel to work with the disadvantaged. The teacher is the success of any program for the disadvantaged (Bobbitt and Letwin, 1971). Programs must be student centered and designed to meet student needs. Successful programs can be developed for the student through total involvement of the school, staff, and the community. Emphasis should be placed on interdisciplinary academic preparation, experience, and training in developing a curriculum for a group of teachers. Teachers should learn to be respectful, aware, understanding, democratic, and encouraging (among other things) (Whitehurst, 1969).

Local school systems need financial assistance to hire additional teachers required for giving more individual attention to special needs students. "To date, only a small minority of these students have profited from a quality vocational program and it is the challenge of the Seventies to provide good vocational training for all special needs students" (Matters, 1974).

All the activity stemming from the Vocational Act of 1968 has not materialized without problems. There are complaints about too few curriculum materials, a need for vocational teachers who are trained to work with special students, and the need for more self-instructional materials (Smith, 1973).

Teachers should receive training in teaching the disadvantaged because there are many practices and techniques better adapted for such pupils (Lambert and Todd, 1973). A sourcebook for courses concerned with preparation of special needs teachers has been compiled by Urban and Tsuji (1974).

A project to train a nucleus of vocational educators in curriculum preparation and modification of instructional materials for enabling disadvantaged students to achieve success in career preparation is discussed in a report by the Division of Adult Vocational-Technical Education (1973). The project was conducted on a national scale for inservice training of teachers of disadvantaged and handicapped students.

The procedures necessary for developing a vocational education program for preparing the physically handicapped and culturally disadvantaged for jobs and citizenship are described in a report by Del Anderson (1970).

Four dimensions of behavior for teachers of the disadvantaged are discussed in a paper by Ornstein (1970). The author categorizes these behaviors as affective, cognitive, controlling, and stable. The paper reviewed literature on techniques, traits, and success factors for teachers of the disadvantaged.

A monograph published in California (Adelman, 1970), reviewed the issues and problems related to recruitment, education, and retention of high quality educational personnel for the disadvantaged. A Mississippi study (Steed, 1970) disclosed that there was inadequate preparation by counselors, teachers and administrators for working with the disadvantaged. The report provided vocational administrators and educators with useful information for staff selection and training.

Bobbitt and Letwin (1971) have compiled a reference of problems relating to educating disadvantaged students. Problem considerations were: (1) identification of disadvantaged and their needs, (2) motivation, (3) teacher-student relationship, (4) counseling, (5) grouping disadvantaged students, (6) curriculum, (7) teaching methods, (8) program evaluation, and (9) available federal resources.

The second part of a report from Columbia University (1972) recorded strategies thought to be effective for helping disadvantaged students, including, teacher-pupil expectations, pupil motivation, self-concept, self-esteem, goal achievement, physical environment, psychological and social environment, and reading ability programs.

Teaching techniques and teacher characteristics, teachers of disadvantaged students should possess were discussed by Vincent Feck (1971). A manual containing 20 clinical experiences for use in preparing more effective teachers of disadvantaged youths resulted from a study by Huffman and Welter (1972).

Materials were prepared at an inservice training workshop to serve as a reference guide for inservice training of teachers, counselors, administrators, and other personnel who are involved in planning and implementing special vocational education programs for disadvantaged and handicapped students (U. S. Department of HEW/OE, 1973).

A Colorado study (Altfest, 1965) suggested that administrators must become aware of the pupils with special needs within their student populations. It is the administrators' responsibility and obligation to insure that these people are served. This handbook was intended to assist administrators in developing, strengthening, and expanding vocational programs and services for students with special needs. It was

aimed at providing a viable method for assessing the needs of the disadvantaged and handicapped student population within a district and developing programs to meet those needs.

Another study from Colorado State University (Altfest, 1975) prepared a handbook designed for educators of special needs students. This handbook was developed to aid the teacher in understanding and identifying special needs students, to determine their needs, and to plan the best course of action for providing them with the means leading to satisfying and fulfilling lives.

A seminar at the Center for Vocational-Technical Education at Ohio State University (Ferguson and Bice, 1970) concluded that its purpose was to focus the attention of vocational education leadership on two problems critical to the future development and improvement of vocational-technical teacher education. The problem areas of (1) micro-teaching and video recording, and (2) teaching disadvantaged youth were identified by leaders in the field and participants at the Second Annual Teacher Education Seminar in 1968. The report of the Third Annual Seminar, a two-volume work, includes a one volume presentation devoted to presentations relating specifically to teaching disadvantaged youth.

A project at the Division of Vocational Education in Trenton, New Jersey (Kruppa, et al, 1973) included the impetus of clarifying the need for baccalaureate programs through which industrial education teachers could be prepared to teach handicapped and disadvantaged children to develop a model for which appropriate curricula could be developed. The model includes the categories of (1) general education, (2) professional education, and (3) major areas of specialization. This model is performance-based and consists of competencies expected of the beginning teacher along with suggested content outlines and strategies whereby each competency can be obtained.

A series of clinical experiences designed to orient the student teacher to problems encountered while teaching disadvantaged youths was outlined in a 1968 study (Huffman). The first four units in this publication are designed to help the college coordinator guide the student teacher through a series of experiences that will orient this student teacher to the disadvantaged student in the community where the student lives. The remaining two units suggest clinical experiences which involve the student teacher in adapting teaching procedures within the institutional requirements of the school.

CHAPTER 3

METHODOLOGY FOR IDENTIFYING COMPETENCIES

The methodology utilized for the study was a descriptive survey using a questionnaire distributed by mail to vocational-technical education teachers, administrators, and supervisors working with disadvantaged students (during 1975-76).

Selection of the Subjects

The population for the study consisted of Florida's county vocational education directors, county and local vocational administrators and supervisors, and vocational teachers in programs serving disadvantaged students.

Subjects were selected for the study in the following manner. Approximately one-third of the 67 county vocational directors in Florida were chosen to participate in the study. (The remainder of the county vocational directors included in other components of the CBTE project). The 22 county directors included in the disadvantaged component were selected from small, medium, and large counties based on population. The 22 county vocational directors were sent two additional copies of the instrument to distribute to other administrators and supervisors in their county who were involved in vocational programs serving disadvantaged students.

In order to include vocational education teachers in the study who were actually involved in programs for disadvantaged students, the Florida State Department of Education, Division of Vocational Education was contacted. The department supplied a list of secondary schools, area vocational-technical schools, and community colleges that received funds from the state department to develop programs to serve disadvantaged students.

Copies of the survey instrument were sent to directors, principals, and deans of these schools for distribution to vocational and technical teachers who were serving disadvantaged students. Table 1 shows the number of vocational teachers, administrators, and supervisors who were included in the study.

Development of the Instrument

Based on a review of previous research and related studies in the area of vocational education for disadvantaged students, a preliminary list was developed of professional competencies needed by teachers and administrators. A variety of sources were reviewed to develop the preliminary competency statements.

Table 1

Sample Included in the Study

Group	N
County Vocational Directors	22
Vocational Administrators and Supervisors	44
Vocational Education Teachers	77
Total	144

The preliminary list contained 149 competencies covering various aspects of planning, operating, evaluating, and teaching in vocational education programs for disadvantaged students.

Validation by Jury

The preliminary competency statements were submitted to a jury for validation before being included on the survey instrument. Jury members were selected who had expertise and experience in vocational education programs for the disadvantaged. Jury members were encouraged to add, delete or alter competency statements. Members of the jury were:

1. Ms. Elizabeth Healey, Coordinator, Individualized Manpower Training Program, (IMT) Lively Vocational-Technical School, Tallahassee, Florida

2. Ms. Charlene Cappellini, IMT Instructor, Lively Vocational-Technical School, Tallahassee, Florida

3. Ms. Carol Hopkins, IMT Instructor, Lively Vocational-Technical School, Tallahassee, Florida

4. Dr. Dolores Robinson, Associate Professor, Vocational Education Program, Florida State University, Tallahassee, Florida

5. Ms. Dorothy Stanley, Graduate Research Assistant, Vocational Education Program, Florida State University, Tallahassee, Florida.

Revision of the Instrument

The preliminary competency statements were revised based on the comments of jury members. The final version of the instrument (see Appendix A) contained 95 competency statements, instructions, a section with items about the professional background of the respondents, and several blank spaces in which respondents could add competencies they felt were important. Respondents rated each item on a six-point scale (1= very important and 6= not important) based on the importance of each item to them in performing their teaching, administrative, and supervisory duties.

Collection and Analysis of Data

A packet containing the instrument, a cover letter (see Appendix B) and a postage-paid, pre-addressed return envelope was sent to the 22 county vocational directors previously identified. Also, two additional packets were sent to these county directors with a request to distribute them to administrators and supervisors on their staff who were involved in vocational education programs for disadvantaged students.

Similar packets containing the instrument, cover letter (see Appendix C) and return envelope were sent to principals, directors and deans of high schools, area schools, and community colleges identified by the Division of Vocational Education as having applied for funds to develop programs for disadvantaged students. A letter (see Appendix D) was enclosed asking vocational-technical education teachers who were directly involved in serving disadvantaged students to complete and return the instrument. In order to increase the percentage of returns, a follow-up letter was sent to subjects, along with a second copy of the instrument.

Data from returned instruments were transferred to punched cards and analyzed by computer. The following analysis of data was performed.

1. A one-way analysis of variance was utilized to determine if significant differences existed in the mean importance ratings of competencies among teachers, county directors, and county-level administrators and supervisors.

2. The Newman-Keuls test was employed to identify the source of significant differences identified in the mean importance ratings of competencies among the three groups.

CHAPTER 4

FINDINGS AND DISCUSSION - COMPETENCIES

This chapter presents the findings of the study based on analysis of data from returned instruments.

Return Rates

Of the 144 instruments distributed to vocational teachers, administrators and supervisors throughout Florida, 82 were returned (57%). Table 2 shows the percentage of returns from the three groups.

Table 2

Questionnaire Returns

Group	Distributed	Returned	%
County Vocational Education Directors	22	16	73
Administrators and Supervisors	36	10	28
Vocational-Technical Teachers	77	52	68
Unknown	-	4	-
Total	144	82	57

While the percentage of returns was lowest (28%) for administrators and supervisors, it is uncertain how many of the additional 36 instruments sent to the 22 county vocational directors for distribution were actually given to administrators and supervisors in their county. Four instruments were returned with no professional data completed, hence it was unknown whether these respondents were teachers, administrators, or supervisors. Three returned instruments were found to be unusable.

Professional Data

Included on the instruments were nine items seeking information about the background and current professional status of respondents. This data may be useful by providing a profile of Florida vocational education administrators, supervisors, and teachers working with disadvantaged students.

Table 3 presents the age of respondents. Eighty percent of the county directors were between the ages of 41 to 60 with almost half of these between 51 and 60.

Table 3

Age Of Respondents By Group (%)

Age	Groups			All Groups N=75
	County Directors N=15	Vocational Teachers N=52	Supervisors Administrators N=8	
20-30	13	37	13	29
31-40	7	17	25	16
41-50	33	25	50	30
51-60	47	21	12	25
over 60	0	0	0	0

Table 4 shows the sex of respondents. Ninety-two percent of the county directors were men.

Table 4

Sex Of Respondents By Group (%)

Sex	County Directors N=15	Vocational Teachers N=52	Supervisors Administrators N=8	All Groups N=75
Female	8	58	25	44
Male	92	42	75	56

Table 5 shows the number of years respondents worked in vocational education programs.

Table 5

Number Of Years In Vocational Education (%)

Years	Groups			All Groups N=68
	County Directors N=15	Vocational Teachers N=46	Supervisors Administrators N=7	
1-5	27	63	43	53
6-10	26	17	0	18
11-15	7	2	28	6
16-25	33	9	29	16
over 25	7	9	0	7

Table 6 indicates the experience vocational teachers, supervisors/administrators, and county directors had in their present position.

Table 6

Number Of Years In Present Position (%)

Years	Groups			All Groups N=74
	County Directors N=14	Vocational Teachers N=52	Supervisors Administrators N=8	
1-5	93	71	88	77
6-10	7	15	0	12
11-15	0	4	0	3
16-25	0	6	13	5
over 25	0	4	0	3

Table 7 shows the highest degree held by survey respondents.

Table 7

Highest Degree Held (%)

Degree	Groups: County Directors N=15	Groups: Vocational Teachers N=52	Groups: Supervisors Administrators N=8	All Groups N=74
High School	0	12	0	8
Associate	0	2	0	1
Batchelor's	0	50	0	35
Master's	87	32	75	48
Adv. Master's	13	4	25	8
Doctorate	0	0	0	0

Importance of Competencies

Table 8 shows the mean importance rating of each competency statement on the survey instrument for each group of vocational directors, administrators/supervisors, and vocational teachers. Also shown in Table 8 is the average rank of each item within each group and the average mean and average rank for all groups. The average mean resulted from computing the simple average of the means for the three groups. The average mean was utilized, rather than the mean for all respondents, because of the unequal numbers of respondents in each group. The numbers in parentheses appearing below the rank and mean within each group denote significant pairs identified by the Newman-Keuls test. Of the 95 competency statements on the instrument, 13 received significantly different mean importance ratings among the groups of vocational directors, administrators/supervisors, and vocational teachers at the .05 level or better.

Table 8

Importance Ratings of Competencies by
Directors, Teachers, Supervisors and Administrators

Rank Avg.Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N=8	F Ratio
1 1.6172	91	Assist disadvantaged students to develop employability skills.	1 1.4667	8 1.5098	7 1.8750	.593
2 1.6224	89	Develop opportunities for disadvantaged students to experience success.	2 1.6000	3 1.3922	7 1.8750	1.620
3 1.6622	93	Be consistent and clear about your expectations.	15 1.8667	14 1.6200	1.5 1.5000	.628
4 1.6823	81	Provide success experiences for the student.	6 1.7333	1 1.3137	14 2.0000	3.504
5 1.6956	87	Help student develop a sense of responsibility.	9.5 1.8000	4 1.4118	7 1.8750	1.535
6 1.7440	74	Motivate disadvantaged students to learn.	15 1.8667	7 1.4902	7 1.8750	1.279
7 1.7659	95	Accept the student as he/she is.	4 1.7143	2 1.3333	32 2.2500	2.879
8 1.7701	82	Assist students in seeing the relevance of vocational education to their future occupations.	9.5 1.8000	9 1.5102	14 2.0000	1.582
9 1.7858	88	Maintain high degree of relevance in instruction.	20.5 1.9333	11 1.5490	7 1.8750	1.619
10 1.8010	94	Expect the student to succeed.	8 1.7857	21.5 1.7692	7 1.8750	.038
11 1.8170	90	Help student to form positive relationships with other people.	26 2.0000	6 1.4510	14 2.0000	3.488
12 1.8611	19	Maintain flexibility in learning experiences.	44 2.3333	20 1.7500	1.5 1.5000	3.266
13 1.8904	85	Help student develop positive self concept.	40.5 2.2667 (2)	10 1.5294 (1)	7 1.8750	4.100*
14 1.8928	80	Assist the disadvantaged student in developing a feeling of self-determination.	11 1.8571	12 1.5714	32 2.2500	2.124
15 1.9129	63	Give vocational guidance to disadvantaged students.	6 1.7333	29 1.8800	23 2.1250	.418
16 1.9236	83	Utilize the creative ability of disadvantaged students to enhance learning.	36 2.2143 (2)	5 1.4314 (1,3)	23 2.1250 (2)	7.292***

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 8 (continued)

Rank Avg.Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N=8	F Ratio
17 1.9350	77	Accept disadvantaged students as potential successful learners.	26 2.0000	16 1.6800	23 2.1250	.999
18 1.9492	3	Develop new and/or expand programs designed to meet the needs of disadvantaged students.	15 1.8667	47 2.2308	3 1.7500	1.200
19 1.9685	16	Provide learning experiences and materials to which disadvantaged students can relate.	33.5 2.1333	15 1.6471	23 2.1250	1.438
20 1.9856	34	Provide instruction for slower and more capable students.	15 1.8667	26 1.9400	32 2.2500	.759
21 1.9994	38	Direct individualized instruction.	20.5 1.9333	32 1.9000	23 2.1250	.085
22 2.0008	9	Identify students who are not succeeding in vocational education due to a learning disadvantage.	6 1.7333	21.5 1.7692	47 2.5000	1.804
23 2.0026	86	Help student develop good health habits.	50.5 2.4000 (2)	13 1.6078 (1)	14 2.0000	3.655*
24 2.0103	92	Utilize short-term objectives to build student confidence.	37.5 2.2000	18 1.7059	23 2.1250	1.596
25 2.0107	5	Develop inservice programs to prepare teachers to teach disadvantaged students more effectively.	3 1.6667	56 2.3654	47 2.5000	1.624
26 2.0156	15	Prepare/select instructional materials at proper reading level.	33.5 2.1333	24 1.7885	23 2.1250	.720
27 2.0250	51	Allow for a variety of ways for students to demonstrate proficiency.	26 2.0000	17 1.7000	40 2.3750	1.816
28 2.0260	7	Comply with federal and state legislation and regulations dealing with the disadvantaged.	15 1.8667	45 2.2115	14 2.0000	.774
29 2.0335	17	Develop/utilize "concrete" learning experiences for disadvantaged students.	26 2.0000	19 1.7255	40 2.3750	1.848
30 2.0589	65	Assist disadvantaged students in setting educational and vocational goals.	33.5 2.1333	31 1.9184	23 2.1250	.367
31 2.0645	2	Administer programs for the disadvantaged students.	15 1.8667	54 2.3269	14 2.0000	1.046

Table 8 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N=8	F Ratio
32 / 2.0678	62	Provide for safety and first aid needs of students.	20.5 / 1.9333	38 / 2.0200	32 / 2.2500	.177
33 / 2.0957	26	Direct students in instructing other students.	84 / 3.1333	73.5 / 2.6538	89.5 / 3.5000	2.333
34 / 2.1462	64	Refer students to appropriate professionals.	44 / 2.3333	36 / 1.9804	23 / 2.1250	.600
35 / 2.1618	1	Identify and obtain external funding for programs designed for disadvantaged students.	26 / 2.0000	48 / 2.2353	32 / 2.2500	.255
36 / 2.2183	58	Evaluate programs designed to meet the needs of disadvantaged students.	26 / 2.0000	51.5 / 2.2800	40 / 2.3750	.413
37 / 2.2294	84	Assist disadvantaged students in developing their ability to set goals.	64.5 / 2.5333 (2)	23 / 1.7800 (1)	40 / 2.3750	3.787*
38 / 2.2310	78	Use student-centered activities.	46 / 2.3571	34 / 1.9608	40 / 2.3750	.939
39 / 2.2327	21	Provide performance-based learning activities for disadvantaged students.	50.5 / 2.4000	43 / 2.1731	23 / 2.1250	.309
40 / 2.2546	4	Identify staff for instructional programs for disadvantaged students.	15 / 1.8667	72 / 2.6471	32 / 2.2500	2.770
41 / 2.2572	50	Provide immediate feedback to students.	71 / 2.6667	35 / 1.9800	23 / 2.1250	2.346
42 / 2.2694	70	Maintain a public relations program.	50.5 / 2.4000	60 / 2.4082	14 / 2.0000	.339
43 / 2.2823	12	Develop/adapt curriculum materials for use with disadvantaged students.	37.5 / 2.2000	25 / 1.9235 (3)	65 / 2.8750 (2)	3.479*
44 / 2.2936	29	Direct student laboratory experience.	33.5 / 2.1333	57 / 2.3725	40 / 2.3750	.396
45 / 2.3000	69	Utilize community resources in meeting the needs of disadvantaged students.	50.5 / 2.4000	37 / 2.0000	47 / 2.5000	1.722
46 / 2.3089	76	Relate students' past experiences to subject being taught.	58 / 2.4667	33 / 1.9600	47 / 2.5000	2.013
47 / 2.3233	42	Illustrate with models and real objects.	58 / 2.4667	29 / 1.8800	53 / 2.6250	3.463

Table 8 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N= 8	F Ratio
48 / 2.3291	59	Prepare budget for program.	26 / 2.0000	68 / 2.6122	40 / 2.3750	.957
49 / 2.3310	72	Present information in step-by-step fashion.	50.5 / 2.4000	27 / 2.8431	59.5 / 2.7500	2.714
50 / 2.3406	33	Employ reinforcement techniques.	40.5 / 2.2667	29 / 1.8800 (3)	65 / 2.8750 (2)	3.949*
51 / 2.3706	30	Direct students in applying problem-solving techniques.	40.5 / 2.2667	46 / 2.2200	53 / 2.6250	.555
52 / 2.3823	18	Determine the preferred learning style of each disadvantaged student.	73 / 2.7333	39 / 2.0385	40 / 2.3750	2.179
53 / 2.3856	56	Evaluate the instruction delivered by teachers of the disadvantaged.	30 / 2.0667	82 / 2.8400	32 / 2.2500	2.599
54 / 2.3906	36	Demonstrate a manipulative skill.	58 / 2.4667	40 / 2.0800	53 / 2.6250	1.415
55 / 2.4361	53	Assess student performance in relation to psychomotor, affective and cognitive objectives.	44 / 2.3333	67 / 2.6000	40 / 2.3750	.162
56 / 2.4589	71	Involve disadvantaged students in extra-curricular activities.	58 / 2.4667	42 / 2.1600	59.5 / 2.7500	1.548
57 / 2.4668	49	Establish criteria for student performance in program.	58 / 2.4667	44 / 2.1837	59.5 / 2.7500	1.319
58 / 2.5276	8	Apply research concerning the disadvantaged.	50.5 / 2.4000	65 / 2.5577	53 / 2.6250	.187
59 / 2.5526	57	Develop and implement procedures for teacher self-evaluation.	50.5 / 2.4000	71 / 2.6327	53 / 2.6250	.202
60 / 2.5842	60	Manage and maintain the vocational laboratory.	64.5 / 2.5333	62 / 2.4694	59.5 / 2.7500	.176
61 / 2.5884	31	Direct the project method.	31 / 2.0714	76 / 2.6939	70 / 3.0000	2.240
62 / 2.6022	52	Use performance tests.	40.5 / 2.2667	64 / 2.5000	70 / 3.0000	.990
63 / 2.6191	37	Demonstrate a concept or principle.	64.5 / 2.5333	61 / 2.4490	65 / 2.8750	.439
64 / 2.6272	32	Employ oral questioning techniques.	71 / 2.6667	55 / 2.3400	65 / 2.8750	1.148
65 / 2.6457	20	Use a learning resources center in the vocational class/lab.	64.5 / 2.5333	73.5 / 2.6538	59.5 / 2.7500	.097

Table 8 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N=8	F Ratio
66 2.6889	35	Present information through an illustrated talk.	71 2.6667	59 2.4000	70 2.0000	.977
67 2.7211	68	Involve parents in instructional programs for disadvantaged students.	64.5 2.5333	58 2.3800	79.5 3.2500	2.155
68 2.7276	79	Use behavior modification techniques.	69 2.6429	50 2.2600	79.5 3.2500	2.974
69 2.7383	61	Control environment in room such as heat, light, noise, etc.	68 2.6000	63 2.4898	75 3.1250	.691
70 2.7317	45	Present information with films.	88 3.2000 (2)	41 2.1200 (1,3)	65 2.8750 (2)	8.550***
71 2.7755	75	Use rewards in teaching disadvantaged students.	78 3.0000	53 2.3265	70 3.0000	2.040
72 2.8106	44	Present information with filmstrips and slides.	80 3.0667 (2)	49 2.2400 (1,3)	75 3.1250 (2)	6.101**
73 2.8107	24	Conduct group discussions.	80 3.0667	69 2.6154	59.5 2.7500	.923
74 2.8528	73	Provide tutorial service to disadvantaged students.	84 3.1333	79 2.8000	53 2.6250	.417
75 2.8126	11	Coordinate placement experiences for disadvantaged students.	58 2.4667	66 2.5962	85.5 3.3750	1.365
76 2.9327	27	Employ the techniques of role-playing and simulation.	99 3.2000	75 2.6731	53 2.6250	1.168
77 2.9976	6	Supervise teachers of disadvantaged students.	20.5 1.9333 (2,3)	95 3.3846 (1)	85.5 3.3750 (1)	6.624**
78 2.9867	23	Direct individual and group field trips.	91.5 3.3333	81 2.8269	47 2.5000	1.593
79 2.9333	54	Use non-grading types of student evaluation.	74.5 2.8000	89 3.0000	70 3.0000	.119
80 2.9579	14	Write instructional objectives for the disadvantaged vocational student.	58 2.4667	92 3.1569	79.5 3.2500	1.581
81 2.9739	49	Present information with the chalkboard.	90 3.2667 (2)	51.5 2.2800 (1,3)	85.5 3.3750 (2)	8.192***
82 3.0372	47	Direct programmed instruction.	76 2.8667	87 2.9592	82 3.2857	.279
83 3.0115	10	Recruit disadvantaged students into vocational programs.	50.5 2.4000 (3)	85 2.9846	93 3.7500 (1)	3.159*

Table 8 (continued)

Rank Avg.Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Directors (1) N=15	Vocational Teachers (2) N=51	Supv./ Adminis. (3) N=8	F Ratio
84 3.0428	43	Present information with overhead projector.	84 3.1333	70 2.6200	85.5 3.3750	2.549
85 3.0461	66	Gather cumulative, health, and other records of disadvantaged student.	84 3.1333	78 2.7551	79.5 3.2500	.782
86 3.0960	67	Conduct home visits.	64.5 2.5333	93 3.2549	89.5 3.5000	1.551
87 3.1061	40	Present information using a subject matter expert.	91.5 3.3333	83 2.8600	75 3.1250	.777
88 3.1517	22	Provide bilingual instruction for students with language barriers.	88 3.2000	84 2.8800	85.5 3.3750	.477
89 3.1764	55	Use results of standardized test to assist disadvantaged students in learning.	74.5 2.8000	94 3.3542	85.3 3.3750	.982
90 3.1842	25	Stimulate learning through brainstorming and buzz group techniques.	93 3.4667	88 2.9608	75 3.1250	.811
91 3.2207	13	Involve students in preparing and selecting instructional materials.	84 3.1333	86 2.9038	91.5 3.6250	1.057
92 3.2534	28	Direct student study of texts and references.	77 2.9333	90 3.0769	94 3.7500	1.550
93 3.2622	41	Illustrate with bulletin boards.	60 3.0667	77 2.7200 (3)	95 4.0000 (2)	3.483*
94 3.2911	39	Conduct team teaching.	94 3.6667	91 3.0816	75 3.1250	1.029
95 3.4138	46	Present information with televised materials.	95 3.8000 (2)	80 2.8163 (1)	91.5 3.6250	4.169*

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 9 lists those competency statements that were rated in the most important 25 per cent for all three groups of directors, administrators/supervisors and teachers. Nine items were rated in the most important 25 percent for all groups.

Table 9

Important Competencies Common to all Three Groups

Item	Competency Statement
91	Assist disadvantaged students to develop employability skills.
89	Develop opportunities for disadvantaged students to experience success.
81	Provide success experiences for the student.
94	Expect the student to succeed.
82	Assist students in seeing the relevance of vocational education to their future occupations.
87	Help student develop a sense of responsibility.
74	Motivate disadvantaged students to learn.
93	Be consistent and clear about your expectations.
88	Maintain high degree of relevance in instruction.

Open-Ended Responses

In addition to the competency statements on the instrument were several blank spaces in which respondents added competencies they felt were important. Appendix E lists these open-ended responses added by vocational directors, administrators/supervisors, and vocational teachers of disadvantaged vocational programs in Florida.

CHAPTER 5

CONCLUSIONS

Several conclusions may be drawn based on the analysis of data from returned instruments. It appears as if there were a large number of professional competencies that are important to directors, teachers and supervisor/administrators of disadvantaged vocational education programs in Florida. Of the 95 competency statements included on the survey instrument none had an average importance rating higher than the midpoint (3.5) on the 6 point rating scale. It could be concluded that administrators, supervisors and teachers of vocational education programs are called upon to execute many tasks in the performance of their professional responsibilities. It appears as if the preliminary competencies were screened very well by the jury and that most unimportant items were deleted before the survey instrument was printed in final form.

A second conclusion that may be drawn is that competencies important to administrators/supervisors, county directors and teachers of disadvantaged vocational programs in Florida do not vary greatly according to the type of position held. Of the 95 competencies, only 13 were rated significantly different among the three subgroups. It appears as if most of the professional competencies on the instrument are generic competencies for all vocational education administrators/supervisors, county directors, and teachers who are meeting the needs of disadvantaged students.

PART II

DISADVANTAGED COMPONENT— Criteria Identification

CHAPTER 6

METHODOLOGY FOR IDENTIFYING CRITERIA

Need

In order to fully implement a competency-based program, a means of assessing competency mastery should be developed. Among the elements of a CBTE program identified by Elam (1971) is the use of assessment criteria which (1) are based upon specified competencies, (2) stated expected levels of mastery under specified conditions, and (3) are made public in advance. Assessment criteria may allow objective assessment of competency mastery based primarily on the performance of the trainee.

Dodl and Schalock (1973) stated that the criteria for "... assessing what a prospective teacher can do (performance) should be as rigorous, as systematically derived, and as explicity stated as the criteria for assessing either what he knows (knowledge) or what he can achieve in learners." The authors added that traditional teacher education programs have relied heavily on knowledge criteria but that performance criteria will constitute a major force for innovation in education during the next decade.

Purpose

The purpose of this phase of the project was to develop objective, specific assessment criteria for those competencies that were rated important by Florida's administrators and supervisors. These criteria may then be used by evaluators to objectively assess whether individuals have mastered these competencies. Such criteria might be useful for preservice assessment of certain competencies in a university-based program or for inservice assessment for staff development, needs assessment, promotion and similar uses.

The project staff developed several parameters for assessment criteria that would be developed. These parameters, it was felt, would help to operationalize the competency-based program by taking much of the subjectivity out of the assessment. These parameters for assessment criteria should:

1. Include all key elements of the competency
2. Be based entirely on the competency itself
3. Be stated in past tense
4. Require only a "yes" or "no" response
5. Be as objective as possible.

Validation by Jury

Competencies receiving an average importance rating for all groups of administrators, supervisors, directors, and teachers of 3.500 (midpoint) or less on the 6 point rating scale were considered important by the project staff for vocational county directors, administrators, supervisors, and teachers of disadvantaged programs in Florida. The next step in the project was to develop assessment criteria for evaluating mastery of these competencies.

The project staff developed preliminary assessment criteria for the 95 competencies which were considered to be important. Criteria statements were developed using the parameters discussed earlier. A jury was used to review these criteria statements and make revisions, additions, and deletions. A letter (see Appendix F) was sent to potential jury members asking them to serve. Individuals agreeing to review the preliminary criteria statements were sent a follow-up letter (see Appendix G) and a packet of materials explaining the desired criteria statements in more detail (see Appendix H). The following individuals served as jury members to review the preliminary assessment criteria for the disadvantaged component.

1. Charlene H. Cappellini, IMTS Instructor, Lively Vocational-Technical School, Tallahassee, Florida

2. Ms. Elizabeth Healey, Coordinator, IMTS, Lively Vocational-Technical School, Tallahassee, Florida

3. Mr. James A. Barge, Consultant for Special Needs, State Department of Education, Tallahassee, Florida

4. Ms. Carol F. Hopkins, IMTS Instructor, Lively Vocational-Technical School, Tallahassee, Florida.

CHAPTER 7

CRITERIA - FINDINGS

Based on the comments mady by jury members, the preliminary assessment criteria were revised. Jury members were encouraged to add, delete, or alter criteria statements based on their suitability for objective evaluation of competencies. Table 10 lists the revised criteria statements for the 95 competency statements that received a mean importance rating of 3.500 (midpoint) or less on the 6 point rating scale.

The competency statements in Table 10 have been grouped by the project staff into the following categories:

A. Program planning, development, operation and evaluation

B. Instructional Planning

C. Teaching Methods-Media

D. Student Evaluation

E. Management

F. Guidance

G. School, community and student relations

H. Unique competencies.

This categorization is tentative only and is based solely upon the judgment of the project staff. Grouping of competencies for use in the preservice or inservice program can be accomplished based on the unique needs of participants and the objectives of the particular program.

It is recommended that the assessment criteria listed in Table 10 be reviewed and revised where necessary to fit the unique needs of particular preservice or inservice programs designed to prepare or upgrade administrators/supervisors, directors, and teachers of disadvantaged vocational education programs.

Table 10

Assessment Criteria for Competencies

Category A: Program Planning, Development and Evaluation

1. Identify and obtain external funding for programs designed for disadvantaged students.

   a. Specific needs for additional funding were identified.
   b. Potential sources for funding were identified.
   c. All forms, guidelines, etc. for submitting proposals were secured and followed.
   d. Proposal was written and submitted to appropriate agency.
   e. Notification of receipt of proposals was received.
   f. Projects were developed for expenditure of funds.

2. Administer programs for the disadvantaged students.

   a. Funding was obtained for programs.
   b. Goals and objectives of the program were established.
   c. Consultative services were utilized in operation of programs such as advisory committee, state department, educational consultants, etc.
   d. Qualified staff was utilized for teaching and support.
   e. Teaching and support staff were supervised.
   f. Appropriate facilities, materials, and equipment were made available and utilized.
   g. Learning activities were utilized which focus on helping disadvantaged students to succeed.
   h. Public relations and recruitment programs were maintained.
   i. Staff development was encouraged through inservice training.
   j. Appropriate evaluation system was developed and implemented for disadvantaged students.
   k. A tutorial service was provided for disadvantaged students.
   l. Counseling services were provided for disadvantaged students.
   m. School/home/community activities including disadvantaged students were coordinated.
   n. Program effectiveness was evaluated.

3. Develop new and/or expand programs designed to meet the needs of disadvantaged students.

   a. An advisory committee was utilized.
   b. A survey of manpower needs and job opportunities for disadvantaged students was conducted.
   c. Goals and objectives of programs for disadvantaged were identified.
   d. Specific programs for disadvantaged were developed or expanded.
   e. Adequate facilities, equipment, and instructional aids were secured.
   f. Qualified staff was hired.
   g. Programs for disadvantaged were evaluated.

4. Identify staff for instructional programs for disadvantaged students.

   a. Job description was reviewed or written.
   b. Search for applicants was undertaken.
   c. Applications were reviewed.
   d. Recommendations were made regarding candidate.
   e. Candidates were interviewed.
   f. Recommendation was made regarding choice of candidate.
   g. All applicable local and state guidelines and regulations were followed.

5. Develop inservice programs to prepare teachers to teach disadvantaged students more effectively.

   a. Professional development needs of teachers were identified.
   b. Activities were developed to assist teachers develop competencies needed to work with disadvantaged students.
   c. Teachers assisted in making appropriate seminar and workshop selections.
   d. Arrangements were made to offer inservice sessions at convenient times.
   e. Funds were allocated to provide inservice training.
   f. Appropriate resource personnel were utilized.
   g. An evaluation was conducted to determine effectiveness of inservice training.

7. Comply with federal and state legislation and regulations dealing with the disadvantaged.

   a. The federal and state regulations and guidelines concerning disadvantaged students were identified and interpreted to faculty and staff.
   b. The State Plan for Vocational Education was adhered to.

Table 10 (continued)

Category A: Program Planning, Development and Evaluation (continued)

8. Apply research concerning the disadvantaged.

   a. Research was identified that has potential impact on vocational programs for disadvantaged students.
   b. Research findings were translated into specific steps for implementation into program(s) that serve disadvantaged students.
   c. Appropriate change(s) were made in vocational education program(s) serving the disadvantaged based on research findings.
   d. Impact of implementation of research findings was evaluated.

9. Identify students who are not succeeding in vocational education due to a learning disadvantage.

   a. Criteria for identifying disadvantaged students was established reflecting state and federal guidelines.
   b. Student's school records were examined.
   c. Student's past classroom performance was reviewed.
   d. Conferences were conducted with the student, parent, previous teachers, and counselors.
   e. The student's progress in the vocational program was reviewed.

10. Recruit disadvantaged students into vocational programs.

   a. Potential students were identified.
   b. Programs were advertised through media, career days in school, mailings, etc.
   c. Open-house and orientation sessions were held.
   d. Prospective students were given inventories to identify their interests and aptitude.
   e. Students were aided in selecting programs that match their abilities and interests.
   f. Representatives from the community were invited to speak about vocational opportunities for disadvantaged students.
   g. When needed, geographically isolated students were provided transportation.

56. Evaluate the instruction delivered by teachers of the disadvantaged.

   a. Evaluation guidelines were established cooperatively with teachers of the disadvantaged.
   b. Evaluation criteria were developed.
   c. Evaluation data were collected based on criteria.
   d. Appropriate methods and procedures for evaluation were utilized.
   e. Evaluation data were analyzed and interpreted.
   f. Conferences were held with teachers of the disadvantaged to discuss results of the evaluation.

57. Develop and implement procedures for teacher self evaluation.

   a. Self-rating forms were obtained and utilized to determine quality of instruction.
   b. Arrangements were made to obtain video or audio equipment to record instruction to be evaluated.
   c. Time was set aside for the self-evaluation.
   d. The results of the evaluation were utilized in making improvements in instruction.

58. Evaluate programs designed to meet the needs of disadvantaged students.

   a. Evaluation criteria were developed.
   b. Evaluation instrument(s) was developed.
   c. Program evaluation was conducted.
   d. The results of the evaluation were disseminated.
   e. Internal improvements were made on the basis of the evaluation results.

Category B: Instructional Planning

12. Develop/adapt curriculum materials for use with disadvantaged students.

   a. Criteria were developed for the selection of curriculum materials.
   b. Proper curriculum materials were selected based on identified criteria.
   c. Choice of materials reflected ability, background, interests, and motivation of students.
   d. Curriculum was flexible to meet the diversified needs of disadvantaged students.
   e. Activities broadened the student's perception of himself and his environment.
   f. Curriculum content reflected immediate and future needs of disadvantaged students.

Table 10 (continued)

Category B: Instructional Planning (continued)

13. Involve students in preparing and selecting instructional materials.

    a. Disadvantaged students were actively involved in preparing instructional materials.
    b. Simulation games were developed and conducted.
    c. Disadvantaged students were required to take part in class projects to help develop instructional materials.

14. Write instructional objectives for the disadvantaged vocational student.

    a. The sequence of instructional objectives was developed in logical order from simple to complex and from the known to the unknown.
    b. The sequence was based on the needs and abilities of disadvantaged students.
    c. The needs and interests of the disadvantaged vocational student were determined.
    d. Students had input in the selection of instructional objectives.
    e. Instructional objectives were relevant to world of work experiences encountered by disadvantaged students.
    f. Reading levels of disadvantaged were reflected in the level of the instructional objectives.

15. Prepare/select instructional materials at proper reading level.

    a. The reading level of the student was identified.
    b. Sources of material for various levels of reading ability were identified.
    c. Reading level of instructional materials was determined.
    d. Instructional materials were secured and/or prepared.
    e. Instructional materials were rewritten to the reading level of students.

16. Provide learning experiences and materials to which disadvantaged students can relate.

    a. Materials were relevant to career objectives of students.
    b. Lab experiences were coordinated with classroom experiences.
    c. Field trips were organized and implemented.
    d. Materials and activities reflected ethnic and cultural backgrounds of students.

17. Develop/utilize "concrete" learning experiences for disadvantaged students.

    a. Performance objectives for disadvantaged students were used as a guide in the selection of "concrete" learning experiences.
    b. Curriculum guides and other instructional materials were reviewed for "concrete" learning experiences for disadvantaged students.
    c. The identified experiences were based on the students' needs, interests, and ability levels.
    d. The selected experiences reflected the limitations and potential of the classroom and on-the-job settings.

18. Determine the preferred learning style of each disadvantaged student.

    a. Accurate records of student preference and progress were kept.
    b. Students were involved in the instructional planning process.
    c. Student consultations were encouraged.
    d. Student's educational profile was reviewed.
    e. Alternative learning activities were provided for disadvantaged students.

19. Maintain flexibility in learning experiences.

    a. Students were encouraged to pursue interests.
    b. Short-term learning experiences were developed and utilized.
    c. Self-paced learning was used.
    d. Alternative methods of learning were made available.
    e. A flexible schedule was maintained.

20. Use a learning resources center in the vocational class/lab.

    a. Textbooks, magazines, pamphlets and newspapers appropriate for vocational education were in the learning resources center.
    b. Student projects were displayed in the learning resources center.
    c. Student papers pertinent to vocational education were made available to other students.
    d. Study carrels were provided.
    e. Appropriate media equipment was available.
    f. Simplified trade manuals were available.
    g. Technical manuals were available.
    h. Simulation models of various program components were available.

Table 10 (continued)

Category B: Instructional Planning (continued)

21. Provide performance-based learning activities for disadvantaged students.

    a. Learning packages were developed.
    b. A performance-based evaluation system was devised.
    c. Learning packages and evaluation system was geared to career objectives of students.
    d. Learning activities were developed.
    e. On-the-job experiences were provided.

22. Provide bilingual instruction for students with language barriers.

    a. A bilingual teacher and/or paraprofessional was utilized.
    b. A bilingual lab was set up for student use.
    c. Materials were developed to assist bilingual students in regular vocational classes.

Category C: Teaching Methods-Media*

23. Direct individual and group field trips.

    a. Students were involved in planning the learning outcomes of the field trip.
    b. The field trip was developed in cooperation with the agency to be visited.
    c. Students were given an orientation before the field trip.
    d. Students were involved in evaluating the field trip.
    e. Students were involved in summarizing the key concepts of the field trip.

24. Conduct group discussions.

    a. Discussion guidelines were established cooperatively with the students.
    b. The topic to be discussed was introduced in a stimulating manner.
    c. The discussion was maintained by interjecting questions, recognizing non-verbal cues, providing direction when needed, using internal summaries, and seeking a balance of participation.
    d. A summary of the important points was given in closing the discussion session.

25. Stimulate learning through brainstorming and buzz group techniques.

    Brainstorming
    a. The purpose and procedures of the brainstorming session were explained.
    b. A leader and recorder were selected for each group of 10-12 students.
    c. A topic for the brainstorming session was selected and presented.
    d. Wild, daring, and even improbable ideas were invited and welcomed.
    e. A large quantity of ideas was obtained and recorded on the selected topic.
    f. Another session was planned to appraise the quality of the ideas.

    Buzz Group
    a. The class was divided into small groups.
    b. The problem for discussion was presented.
    c. A short time limit was established for the buzz group.
    d. Each buzz group selected a leader and recorder.
    e. At the close of the established time limit, each group reported to the entire class.

26. Direct students in instructing other students.

    a. The desirability of utilizing students to instruct others was determined for each situation.
    b. The more capable students were directed in instructing slower students.
    c. Students who had progressed beyond the group instructed those who needed help with assignments.
    d. The teacher developed definite plans for the instruction with the student who would do the instructing.

*Assessment criteria for this category adapted from Performance-Based Vocational Teacher Education Modules developed by Center for Vocational Education, Ohio State University, Columbus, Ohio.

Table 10 (continued)

Category C: Teaching Methods-Media* (continued)

27. Employ the techniques of role-playing and simulation.

Role-Playing
a. The role-playing was directly related to the student performance objectives.
b. The teacher either presented the role-playing situation himself or student volunteers were used as participants.
c. The props provided facilitated the role-playing situation.
d. The teacher monitored the role-playing situation to best meet student performance objectives.
e. The main ideas presented in the role-playing situation were summarized and evaluated through group discussion.

Simulation
a. The simulation technique was used as an aid in meeting student performance objectives.
b. Resources were obtained for the simulation experience.
c. Students were oriented to the simulation technique.
d. The specific simulation experience was introduced to the students.
e. Students were given assistance in carrying out the simulation experience.
f. The major concepts to be learned from the simulation experience were summarized.
g. Students were involved in evaluating the simulation experience.

28. Direct student study of texts and references.

a. The resource materials selected were suited to the student's ability level.
b. Students were guided in selecting pertinent information from resource materials.
c. Students were guided in adapting their reading technique to the material read.
d. Students were aided in evaluating their reading material and keeping an accurate record of important information obtained and resources used.

29. Direct student laboratory experience.

a. The laboratory lesson was based on individual student needs.
b. Time was allowed for student discussion of the laboratory lesson.
c. Individual student progress and skills were evaluated.

30. Direct students in applying problem-solving tecnniques.

a. The student was guided in identifying the problem.
b. The student was aided in defining and delimiting the problem.
c. The student was helped in gathering evidence to solve the problem.
d. The student was aided in formulating and testing possible solutions for the problem.

31. Direct the project method.

a. The teacher assisted the student in selecting a project that would help him attain a definite goal.
b. The availability and cost of equipment and materials as well as the time required were considered in the selection of the project.
c. Resources and instructional materials were suggested as guides for the student.
d. Students were instructed in keeping a record of their progress.
e. Evaluation of the project was continuous, so the student and the teacher were aware of the student's progress toward project goals.

32. Employ oral questioning techniques.

a. Oral questions were used to stress important points, to encourage contributions from the students' own experience, to check errors in thinking, and to direct thinking of students.
b. Questions were directed to the entire class before calling upon an individual for a response.
c. Students were given an opportunity to think about the question and to formulate an answer.
d. Each student was given an opportunity to participate, based on his ability and past experience.
e. Questions were presented in a logical sequence.
f. Questions requiring only a "yes" or "no" answer were used sparingly.
g. The teacher repeated the student's answer only if there was a need for special emphasis or clarity.
h. The questions used were concise and included only one idea.
i. Attention and consideration were given to each student's response.
j. Various types of simple recall and thought level questions were employed in the lesson.

*Assessment criteria for this category adapted from Performance-Based Vocational Teacher Education Modules developed by Center for Vocational Education, Ohio State University, Columbus, Ohio.

Table 10 (continued)

Category C: Teaching Methods-Media* (continued)

33. Employ reinforcement techniques.

a. The teacher studied the specific student performance objectives to determine the reinforcement techniques to use.
b. Students' individual needs were considered in the selection of techniques of reinforcement.
c. The teacher used such techniques as the following to reinforce learning: audio and videotape recording feedback, summaries and reviews, programmed materials, individual and group assignments, emphasis by repetition (e.g., drills), and recognition of positive behavior.

34. Provide instruction for slower and more capable students.

a. The specific problems of the slow learner were diagnosed.
b. Individualized instruction was provided for the slow learner to meet his specific needs.
c. Resource materials on the student's comprehension level were provided.
d. Realistic and meaningful learning experiences were provided for the slow learner.
e. Additional or in-depth study opportunities were provided for the more capable students.
f. Advanced assignments were given the more capable students.
g. A reward system was established for the more capable student's additional or in-depth studies.

35. Present information through an illustrated talk.

a. An introduction covering the purpose of the talk was presented.
b. Students' ability level determined what and how information was presented.
c. Instructional media and aids were selected for the illustrated talk and used to complement, clarify, and add perspective to the lesson.
d. Student feedback directed the course of the lesson and the use of the instructional media and aids.
e. Key points of the illustrated talk were summarized during closure.

36. Demonstrate a manipulative skill.

a. All equipment, tools and materials were ready for use.
b. The demonstration was directed to the students and student cues were utilized to make the demonstration effective.
c. Each step of the demonstration was identified, explained, and performed in proper sequence.
d. The demonstration was easily seen by the students.
e. Instructional media and aids were used to clarify any step that could not be clearly demonstrated.
f. The method commonly used in the field for performing the task was demonstrated.
g. Critical safety points of operation were listed for the student.
h. The demonstration was performed under actual or simulated working conditions.
i. Procedural steps of the operation were summarized.
j. Feedback was solicited from students to evaluate their understanding of the demonstration.

37. Demonstrate a concept or principle.

a. The demonstration illustrated the proper use of equipment, tools, and materials.
b. The demonstration was set up so it could be easily viewed by each student.
c. The teacher demonstrated and explained the new concept or principle in relation to previous instruction.
d. Each step of the demonstration was related to the concept or principle being presented.
e. Instructional media and aids were planned to illustrate steps that could not be demonstrated clearly.
f. The teacher reviewed the steps at the conclusion of the demonstration.
g. The teacher solicited feedback from the students to evaluate their understanding of the concept or principle presented.
h. The teacher requested the students to analyze a new situation in relation to the concept or principle.

38. Direct individualized instruction.

a. The instruction was based on the individual needs of the student.
b. Resources and instructional materials were suggested and the student was guided in their use.
c. Assignments were reviewed with the student and questions were answered.
d. The student was guided in determining the key points of information in the assignment.
e. Evaluation was continuous so the student would be able to assess his progress.

*Assessment criteria for this category adapted from Performance-Based Vocational Teacher Education Modules developed by Center for Vocational Education, Ohio State University, Columbus, Ohio.

Table 10 (continued)

Category C: Teaching Methods-Media* (continued)

39. Conduct team teaching.

a. Plans were made cooperatively by members of the teaching team.
b. Large-group instruction was used to set the stage for the learning process.
c. Small seminar-type classes were used for more individualized instruction.
d. Independent study provided the setting for the student to explore in-depth subject matter of special interest to him.

40. Present information using a subject matter expert.

a. The subject matter expert was oriented to the purpose of the lesson, special needs or interests of the class, his role in the lesson, and time allotments.
b. The specific purpose of the subject matter expert's presentation was explained in the introduction.
c. The subject matter expert presented special information and answered questions relating to his area of specialization.
d. After subject matter expert's presentation, the teacher involved students in reviewing and evaluating the information.
e. The subject matter expert was made aware of the backgrounds and ability levels of the disadvantaged students.

41. Illustrate with bulletin boards.

a. The bulletin board was used to display educational information relating to student performance objectives.
b. Display materials were selected for such purposes as motivation, clarification of information, stimulation of thought, presentation of a concept, initiation of class discussion, and reinforcement of learning.
c. Students were involved in planning and developing the bulletin board.

42. Illustrate with models and real objects.

a. The decision was made whether the real object or a model would be more suitable for the instructional purpose.
b. The models or real objects were used to meet student performance objectives.
c. The model accurately represented the real object.
d. The models provided interior views which are normally invisible with non-essentials removed so that fundamentals could be observed more easily.
e. Specific features in the models were accented through the use of color, texture, and moving parts.

43. Present information with an overhead projector.

a. The overhead projector was used to present information that would aid in the clarification of the lesson.
b. The manufacturer's guidelines were followed in setting up the projector.
c. Materials selected were at the students' comprehension level.
d. The illustrations were integrated and sequenced into the lesson.
e. A variety of projection techniques was used.
f. All students were able to see and read the projected materials.

44. Present information with filmstrips and slides.

Filmstrips
a. The filmstrip was secured, previewed, and evaluated on the basis of student performance objectives.
b. Seating was arranged so everyone could see and hear the filmstrip presentation.
c. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.
d. An introduction which included the purposes of the lesson was given prior to showing the filmstrip.
e. The filmstrip was integrated into the presentation of the lesson.
f. Students were guided in summarizing the major concepts of the filmstrip.

Slides
a. The slides were secured, previewed, and evaluated on the basis of student performance objectives.
b. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.
c. The physical facilities were arranged for optimum viewing.
d. An introduction was made to prepare students for the slide viewing.
e. After the viewing, a summary emphasized key points and clarified misunderstandings.

45. Present information with films.

a. The film was secured, previewed, and evaluated on the basis of student performance objectives.
b. The film was suitable in length for the lesson and class period.

*Assessment criteria for this category adapted from Performance-Based Vocational Teacher Education Modules developed by Center for Vocational Education, Ohio State University, Columbus, Ohio.

Table 10 (continued)

Category C: Teaching Methods-Media* (continued)

c. The equipment was secured according to school procedures, set up, and checked in advance of the presentation.
d. The screen was arranged so that all students could see.
e. Purposes were presented in an introduction to the film.
f. Efficient operation of equipment provided a good learning situation by considering items such as focus and volume.
g. A group discussion for summary and evaluation was conducted after the film presentation.

46. Present information with televised materials.

a. The advance schedules and resumés of television programs were analyzed to determine if the program would aid in meeting student performance objectives.
b. An introduction was given for the television program to prepare the students for viewing.
c. Group discussion was conducted following the viewing of the television program to emphasize major points and clarify any misunderstandings.

47. Direct programmed instruction.

a. The programs were selected to meet the needs and interests of the students.
b. Students were given guidance in understanding directions and procedures to follow in using the materials.
c. The teacher checked student progress and assisted with any difficulty.

48. Present information with the chalkboard.

a. The chalkboard material aided in achieving the student performance objectives.
b. Detailed illustrations were put on the board before class and concealed from students until they were introduced in the lesson.
c. Complex illustrations were clear and legible and were shown in a step-by-step manner.
d. All students were able to see the illustrations and read the writing.
e. The teacher maintained eye contact with the students while using the chalkboard.
f. Students were involved in utilizing the information on the chalkboard in summarizing the lesson.

Category D: Student Evaluation

49. Establish criteria for student performance in program.

a. Criteria to measure performance were established cooperatively with students.
b. The criteria was stated in behavioral terms.
c. The criteria was based on attributes and performance standards necessary for entry level employment.
d. Evaluative criteria were based on the specific student performance objectives for the lesson.
e. Alternative methods of evaluation were selected in order to provide for individual student differences.
f. The method of evaluation chosen was based on the type of performance being evaluated.
g. The evaluation method considered cultural and social differences as well as reading and aptitude level of disadvantaged students.

50. Provide immediate feedback to students.

a. Projects were returned immediately.
b. Assessment of work was immediately provided for students.
c. Praise was given for all work seriously attempted.
d. Self evaluation check points were built into work assignments.
e. An open-door conference policy was adopted.

51. Allow for a variety of ways for students to demonstrate proficiency.

a. Evaluation techniques were individualized.
b. Oral evaluations were used.
c. Essay evaluations were used.
d. Objective evaluations were used.
e. Performance evaluations were used.
f. Simulation games were used.
g. On-the-job evaluations were used.

*Assessment criteria for this category adapted from Performance-Based Vocational Teacher Education Modules developed by Center for Vocational Education, Ohio State University, Columbus, Ohio.

Table 10 (continued)

Category D: Student Evaluation (continued)

52. Use performance tests.

a. Standardized and teacher-made performance tests were reviewed.
b. Performance test was designed in accordance with student performance objectives.
c. Instructions were clearly stated.
d. Necessary equipment and supplies needed for the performance test were available for student use.
e. After being developed, the test was re-evaluated for possible revisions.
f. Scoring techniques were developed prior to administering the test.

53. Assess student performance in relation to psychomotor, affective and cognitive objectives.

Psychomotor
a. The problem or situation used to determine student performance was skill-centered.
b. The problem or situation was clearly stated.
c. Necessary supplies and equipment were available.
d. Criteria was developed for evaluation.
e. The evaluation was done.
f. The teacher discussed with the students the results of the evaluation.

Affective
a. Essay, problem-solving, or oral evaluation items were used to determine student proficiency. The job interview technique may have been part of the evaluation.
b. Directions for completion of items were stated in clear terms.
c. Students were allowed sufficient amount of time for completion of items.
d. Evaluation criteria was developed cooperatively with the students.
e. The evaluation was done.
f. The student and teacher discussed evaluation results.

Cognitive
a. The test was constructed to evaluate student performance objectives identified prior to testing.
b. Instructions were clear and concise.
c. The test was structured effectively to assess cognitive performance.
d. Students were allowed ample time for test completion.
e. Evaluation criteria was developed.
f. The evaluation was done.
g. The evaluation results were discussed with the student.

54. Use non-grading types of student evaluation.

a. A non-grading system was developed.
b. The non-grading system gave partial credit for work attempted.
c. Student/teacher conferences were held to discuss evaluation techniques and results.

55. Use results of standardized tests to assist disadvantaged students in learning.

a. Diagnostic tests were administered.
b. Diagnostic tests were utilized by instructors to assess abilities and aptitudes of disadvantaged students.

Category E: Management

6. Supervise teachers of disadvantaged students.

a. Guidelines for supervision of instructional personnel of disadvantaged students were developed cooperatively.
b. Criteria for effective performance were developed for teachers of disadvantaged students.
c. Evaluation of teachers of disadvantaged students was based on criteria.
d. Self-evaluation was provided for teachers of disadvantaged students.
e. Teachers were observed.
f. Teachers of disadvantaged were encouraged to keep up-to-date in occupational specialty and in teaching profession.
g. Inservice programs for teachers of disadvantaged students were utilized.
h. Teachers were aided in mastering new methods and utilizing instruction media for disadvantaged students.

59. Prepare budget for program.

a. Budget guidelines were established to insure that the school receives maximum benefits from available funding sources.
b. Pertinent budget information was secured.
c. Program needs were determined.

Table 10 (continued)

Category E: Management (continued)

d. Projected needs of program expansion were determined.
e. Material unique to disadvantaged students was identified and included in the budget request.
f. Local, state, and federal requirements were reviewed to assure compliance with policies.
g. Amount of possible allocated funds was determined.
h. Priorities for inclusion were established.
i. Appropriate budget forms were completed and submitted.

60. Manage and maintain the vocational laboratory.

a. Requests were made for needed equipment for the vocational laboratory.
b. A maintenance contract for the equipment was secured.
c. A procedure for acquiring consumable supplies and materials was designed and implemented.
d. Gifts or donations of supplies and equipment were accepted in accordance with school policy.
e. A system for determining and collecting student fees for consumable supplies was designed and implemented.
f. Safety standards were maintained in the vocational laboratory.

61. Control environment in room such as heat, light, noise, etc.

a. The temperature setting of the room was based on the instructional activity and class size.
b. The lighting was properly adjusted for the particular instructional activity.
c. The ventilation of the room was regulated in relation to the instructional activity and class size.
d. The need for special adjustments related to the environmental control systems was explained to the custodial staff.
e. The custodial staff was kept informed with regard to the need for replacing light bulbs and other service aids.
f. The control of the classroom's physical atmosphere was in accordance with local and state regulations.
g. Maintenance for classroom lab equipment and materials was obtained.

62. Provide for safety and first aid needs of students.

a. Local, state and federal safety and first aid laws were reviewed.
b. OSHA and related standards were met.
c. The student performance objectives were reviewed to determine the safety apparel and devices needed.
d. Classroom and laboratories were checked to see if they conformed to the safety rules.
e. A joint teacher-pupil planning session was used to discuss safety procedures, regulations, and steps to be followed in case of emergency.
f. Students were supervised in the use of safety procedures for accident prevention and first aid.
g. Supply of first aid supplies was checked periodically.

Category F: Guidance

11. Coordinate placement experiences for disadvantaged students.

a. Information on job opportunities was made available to students.
b. Students were aided in writing resumes and completing job applications.
c. Students were given instruction in employability skills.

63. Give vocational guidance to disadvantaged students.

a. Rapport was established with the student.
b. Students were given inventories to identify their interests and aptitudes.
c. Students were assisted in selecting programs that match their abilities and interests.
d. Up-to-date career information was available to the student.
e. Resource persons from the community were encouraged to assist in the counseling function.
f. The vocational teacher was made available for counseling.
g. The vocational teacher worked closely with the guidance counselor to avoid duplication of effort.

64. Refer students to appropriate professionals.

a. Students were assisted in selecting qualified professional for help.
b. The student was assisted in making arrangements for a visit with a professional.

Table 10 (continued)

Category F: Guidance (continued)

c. The student was instructed in preparing for an information gathering interview.

65. Assist disadvantaged students in setting educational and vocational goals.

a. An open door consultation policy was maintained for the students.
b. Students were encouraged to discuss career aspirations.
c. Student interest was demonstrated.
d. Information was presented to students on occupational opportunities.
e. Information was presented to students on advanced training and educational opportunities available.
f. Student was made aware of assets and limitations.
g. Career suggestions were made to students based on interest, abilities, and background.

66. Gather cumulative, health and other records of disadvantaged students.

a. Information was gathered on the student regarding health, academic achievement, social development, home situation, emotional maturity, interests, and problems.
b. Information was obtained from the guidance department, the teachers' files, and other faculty members.
c. Home visits were conducted to obtain student background information.
d. The student's cumulative school record was obtained.

Category G: School, Community and Student Relations

67. Conduct home visits.

a. Home visits were conducted in accordance with school and state policy.
b. The purpose of the visit was established.
c. Rapport was established with the student.
d. The student's records were studied prior to the visit.
e. Reference notes were prepared for the home visit.
f. Arrangements for the visit were made with the student's family.
g. Rapport was established with the parents by tactfully inquiring about the student's background and his interests.
h. Information obtained was kept confidential.

68. Involve parents in instructional programs for disadvantaged students.

a. Student/parent activities were directed by the teacher of disadvantaged students.
b. Information was obtained from parents relative to their expectations of the programs for the disadvantaged students.
c. Suggestions were solicited from parents of disadvantaged students as to how the vocational education program could be improved to better meet their children's needs.
d. Parents of disadvantaged students were invited to the school for observation and consultation purposes.

69. Utilize community resources in meeting the needs of disadvantaged students.

a. Teachers held conferences with interested community persons.
b. Effective lines of communication between school and community were established and maintained.
c. A directory of resource persons was maintained.
d. Teachers were encouraged to work closely with their advisory committees.
e. Community resource persons were utilized as classroom speakers to broaden student awareness of career options.
f. Community resource persons were utilized as teacher-trainers on field trips for students to become more familiar with various practices.

70. Maintain a public relations program.

a. Community was kept informed of student activities.
b. Teachers of disadvantaged were encouraged to participate in civic and community activities.
c. Teachers of disadvantaged students held conferences with parents and other interested persons.
d. School/community projects involving disadvantaged students were coordinated.
e. News reports and articles about disadvantaged students and the program were published.

Table 10 (continued)

Category G: School, Community and Student Relations (continued)

71. Involve disadvantaged students in extra-curricular activities.

a. Disadvantaged students were encouraged to participate in vocational club activities.
b. Regular classtime was allotted for club business.
c. Provisions were made to enroll disadvantaged students in youth organizations.
d. Guidelines were established to provide disadvantaged students with the opportunity to hold leadership positions.
e. Special activities were coordinated to prepare disadvantaged students for leadership positions.
f. A schedule of the various activities was posted in strategic locations.
g. Transportation was provided for disadvantaged students in some instances.

Category H: Unique Competencies

72. Present information in step-by-step fashion.

a. Instruction was provided in a step-by-step fashion.
b. Learning package format was utilized.
c. Action oriented experiences were provided.
d. Learning sequences were planned to move from simple skill development to more complex problems.

73. Provide tutorial service to disadvantaged students.

a. Funding was secured.
b. Qualified staff was hired.
c. Classroom space was provided.
d. The school community was made aware of the service.

74. Motivate disadvantaged students to learn.

a. The interests and goals of disadvantaged students were identified.
b. A high degree of relevancy to future vocational occupations and student's occupational aspirations was maintained in instruction.
c. Positive reinforcement was used in teaching disadvantaged students.
d. Student-centered learning activities were designed and utilized.
e. Student experiences related to the subject matter being taught.
f. Action oriented learning experiences were provided.
g. Student activities were organized to reflect a "no-failure" system.

75. Use rewards in teaching disadvantaged students.

a. The reward technique employed was suited to the situation.
b. The teacher approval was shown by gestures, smiles, and verbal expressions.
c. Each student was rewarded on his own progress and achievement.

76. Relate students' past experiences to subject being taught.

a. The backgrounds of students were reflected in the learning activities.
b. Students were involved in the selection of classroom materials and learning activities.
c. Instruction was geared to reflect past experiences of students.
d. Cultural differences were respected and reflected in the classroom learning activities.

77. Accept disadvantaged students as potential successful learners.

a. Cultural differences were provided for.
b. Short learning activities were designed for disadvantaged students to experience success.
c. Alternative learning activities were provided for disadvantaged students.
d. Disadvantaged students were expected to succeed.
e. Provisions were made for disadvantaged students to participate in class activities and hold leadership positions.
f. Students were assisted in developing employability skills.
g. Students were encouraged to participate in activities in the school.

78. Use student-centered activities.

a. The learning activities designed for disadvantaged students were student centered.
b. Individual differences were provided for.

Table 10 (continued)

Category H: Unique Competencies (continued)

c. The student was treated as a potential successful learner.
d. Alternative learning activities reflected cultural differences.

79. Use behavior modification techniques.

a. Student responsibilities were explained prior to each learning experience.
b. Students were held responsible for behavior outside of class.
c. Students' parents were involved in disciplinary problems.
d. Students were penalized for inappropriate conduct.
e. A rewards system was designed for use with disadvantaged students.

80. Assist the disadvantaged student in developing a feeling of self-determination.

a. Students were encouraged to set goals and strive to reach them.
b. Behavior modification techniques were utilized.
c. Opportunities were provided for students to experience success.
d. Students were made aware of the importance of work.
e. Students were made aware of their strengths and how they may be used.
f. Students were assisted in developing employability skills.

81. Provide success experiences for the student.

a. Short-term learning activities were designed for disadvantaged students.
b. Abilities of students were reflected in the learning activities.
c. Learning experiences were student centered.
d. Immediate feedback was provided.
e. Reinforcement techniques were used.

82. Assist students in seeing the relevance of vocational education to their future occupations.

a. Current occupational practices were reflected in the vocational laboratory.
b. Instructional material selected was related to the student's career objective.
c. The career education concept was incorporated in class activities.
d. The vocational teacher maintained an open door consultation policy.
e. Students were made aware of career options available to them.
f. A vocational learning resources center was maintained somewhere in the classroom.

83. Utilize the creative ability of disadvantaged students to enhance learning.

a. Group projects were organized.
b. Student interaction was used in the learning process.
c. Students were encouraged to compete in areas where they excelled.
d. Students were encouraged to participate in the student-aide program.
e. Students were encouraged to participate in class discussions and activities.
f. Students were given projects to do related to their interests and vocational aspirations.
g. Students were given a teaching experience (learn by teaching).
h. Students were provided opportunities to do research on selected topics.
i. Students were provided opportunities to develop simulation models.

84. Assist disadvantaged students in developing their ability to set goals.

a. The student was encouraged to set short-term goals and objectives.
b. Areas of interest were identified and exploration was encouraged.
c. The student was encouraged to set realistic goals within the range of personal capabilities.
d. Opportunities were provided for student to sample experiences related to his occupational interests.
e. Assistance was given to students in identifying factors which relate to achievement of goals.

85. Help student develop positive self concept.

a. Behavior modification techniques were used.
b. The instructor expected the student to succeed.
c. Short-term goals were set for the students.
d. The instructor's attitude was positive toward the student and his success.
e. The instructor accepted the disadvantaged student as a successful learner.
f. Immediate feedback was provided for the student.
g. The instructor expected the disadvantaged student to learn.
h. Students were encouraged to participate in extra curricular activities.
i. Students were made aware of their strengths.

Table 10 (continued)

Category H: Unique Competencies (continued)

86. Help student develop good health habits.

a. The necessity of good grooming and good health habits was made relevant to the prospect of getting and maintaining a job.
b. Students were made aware of health facilities available to them.
c. For evident problems, a referral policy was maintained (hearing, sight, etc.)

87. Help student develop a sense of responsibility.

a. The proper use and care of equipment in the classroom was encouraged.
b. Various students were made responsible for proper care and placement of equipment used in class.
c. A time schedule was set up to assist students in completing work on time.
d. Employability performance check was implemented (time keeping, conserving materials, etc.).

88. Maintain high degree of relevance in instruction.

a. Performance objectives were based on world of work.
b. Students were involved in selecting goals and objectives.
c. Instruction was closely related to students' past experiences.
d. Use of illustrations, real life examples, etc. was made in instruction.
e. Instructional materials were related directly to students' occupational goals.

89. Develop opportunities for disadvantaged students to experience success.

a. Short-term objectives were used to build student confidence.
b. Successful experiences were provided.
c. Immediate feedback was provided for the student.
d. Disadvantaged students were used as student aides.
e. A student's abilities were identified.
f. Student's abilities determined various activities.
g. Instructional content was geared to student's success level.

90. Help student to form positive relationships with other people.

a. Student interaction was encouraged.
b. Group projects were organized and supervised.
c. Behavior modification techniques were used.
d. "Rap" sessions were organized.
e. Each student was provided opportunities to engage in leadership activities.

91. Assist disadvantaged students to develop employability skills.

a. The instructor aided the student in securing a social security card.
b. The instructor presented a unit on job interviews.
c. Students were assisted in completing necessary forms for securing employment.
d. Students were assisted in preparing personal data sheets.
e. Students were made aware of proper dress for job interviews.
f. Students were informed of where to look for job prospects.
g. Students were assisted in securing work permits when needed.

92. Utilize short-term objectives to build student confidence.

a. Short-term learning activities were designed for disadvantaged students.
b. Reinforcement techniques were used.
c. Immediate feedback was provided for the students.

93. Be consistent and clear about your expectations.

a. The student was expected to succeeed.
b. The student was expected to complete assigned work.
c. "Concrete" methods of conveying directions and rules were used.
d. Before going on, the preceding step was clarified.
e. Student was advised of instructor's expectations.
f. Teacher expectations and student goals were linked.

94. Expect the student to succeed.

a. The student was recognized as an individual.
b. The student-centered teaching approach was used.
c. The student was assigned material and was made aware of the importance of completion of the project.
d. The student was expected to complete assignments with a predetermined degree of proficiency.

Table 10 (continued)

Category H: Unique Competencies (continued)
95. Accept the student as he/she is.
a. The stage of learning of the student was determined.
b. The instructor built on the previous background of the student.
c. Cultural differences were appreciated.
d. Different value systems were accepted.

APPENDIXES

APPENDIX A

BEST COPY AVAILABLE

DISADVANTAGED

INSTRUCTIONS

Listed below are various professional skills that are or are not important to Vocational Education teachers, administrators and supervisors serving disadvantaged students. Some items may relate more to teaching while others are more to administration and supervision. Please read each item carefully and rate each item as to its importance to persons in positions similar to yours. There are no right or wrong responses. Some items may be very important while others may not be important. Please rate the importance of each item by circling the appropriate number to the right from 1 = Very Important to 6 = Not Important. Note that the first item has been marked as an example.

	Very Important					Not Important
0. Use sound principles of public speaking.	1	2	3	4	5	6
1. Identify and obtain external funding for programs designed for disadvantaged students	1	2	3	4	5	6
2. Administer programs for the disadvantaged students	1	2	3	4	5	6
3. Develop new and/or expand programs designed to meet the needs of disadv. students.	1	2	3	4	5	6
4. Identify staff for instructional programs for disadvantaged students	1	2	3	4	5	6
5. Develop inservice programs to prepare teachers to teach disadvantaged students more effectively	1	2	3	4	5	6
6. Supervise teachers of disadvantaged students	1	2	3	4	5	6
7. Comply with federal and state legislation and regulations dealing with the disadvantaged	1	2	3	4	5	6
8. Apply research concerning the disadvantaged	1	2	3	4	5	6
9. Identify students who are not succeeding in vocational education due to a learning disadvantage.	1	2	3	4	5	6
10. Recruit disadvantaged students into vocational programs	1	2	3	4	5	6
11. Coordinate placement experiences for disadvantaged students	1	2	3	4	5	6
12. Develop/adapt curriculum materials for use with disadvantaged students	1	2	3	4	5	6
13. Involve students in preparing and selecting instructional materials	1	2	3	4	5	6
14. Write instructional objectives for the disadvantaged vocational student	1	2	3	4	5	6
15. Prepare/select instructional materials at proper reading level	1	2	3	4	5	6
16. Provide learning experiences and materials to which disadvantaged students can relate	1	2	3	4	5	6
17. Develop/utilize "concrete" learning experiences for disadvantaged students	1	2	3	4	5	6
18. Determine the preferred learning style of each disadvantaged student	1	2	3	4	5	6
19. Maintain flexibility in learning experiences	1	2	3	4	5	6
20. Use a learning resource center in the vocational class/lab	1	2	3	4	5	6
21. Provide performance-based learning activities for disadvantaged students.	1	2	3	4	5	6
22. Provide bilingual instruction for students with language barriers	1	2	3	4	5	6
23. Direct individual and group field trips.	1	2	3	4	5	6
24. Conduct group discussions	1	2	3	4	5	6
25. Stimulate learning through brainstorming and buzz group techniques.	1	2	3	4	5	6
26. Direct students in instructing other students.	1	2	3	4	5	6
27. Employ the techniques of role-playing and simulation	1	2	3	4	5	6
28. Direct student study of texts and references	1	2	3	4	5	6
29. Direct student laboratory experience.	1	2	3	4	5	6

	Very Important					Not Important
30. Direct students in applying problem-solving techniques.	1	2	3	4	5	6
31. Direct the project method	1	2	3	4	5	6
32. Employ oral questioning techniques	1	2	3	4	5	6
33. Employ reinforcement techniques	1	2	3	4	5	6
34. Provide instruction for slower and more capable students	1	2	3	4	5	6
35. Present information through an illustrated talk	1	2	3	4	5	6
36. Demonstrate a manipulative skill	1	2	3	4	5	6
37. Demonstrate a concept or principle	1	2	3	4	5	6
38. Direct individualized instruction.	1	2	3	4	5	6
39. Conduct team teaching.	1	2	3	4	5	6
40. Present information using a subject matter expert	1	2	3	4	5	6
41. Illustrate with bulletin boards	1	2	3	4	5	6
42. Illustrate with models and real objects.	1	2	3	4	5	6
43. Present information with overhead projector	1	2	3	4	5	6
44. Present information with filmstrips and slides	1	2	3	4	5	6
45. Present information with films.	1	2	3	4	5	6
46. Present information with televised materials	1	2	3	4	5	6
47. Direct programmed instruction	1	2	3	4	5	6
48. Present information with the chalkboard.	1	2	3	4	5	6
49. Establish criteria for student performance in program	1	2	3	4	5	6
50. Provide immediate feedback to students	1	2	3	4	5	6
51. Allow for a variety of ways for students to demonstrate proficiency	1	2	3	4	5	6
52. Use performance tests.	1	2	3	4	5	6
53. Assess student performance in relation to psychomotor, affective and cognitive objectives	1	2	3	4	5	6
54. Use non-grading types of student evaluation	1	2	3	4	5	6
55. Use results of standardized test to assist disadvantaged students in learning	1	2	3	4	5	6
56. Evaluate the instruction delivered by teachers of the disadvantaged	1	2	3	4	5	6
57. Develop and implement procedures for teacher self evaluation.	1	2	3	4	5	6
58. Evaluate programs designed to meet the needs of disadvantaged students	1	2	3	4	5	6
59. Prepare budget for program	1	2	3	4	5	6
60. Manage and maintain the vocational laboratory.	1	2	3	4	5	6
61. Control environment in room such as heat, light, noise, etc.	1	2	3	4	5	6

(continued)

	Very Important					Not Important
62. Provide for safety and first aid needs of students	1	2	3	4	5	6
63. Give vocational guidance to disadvantaged students	1	2	3	4	5	6
64. Refer students to appropriate professionals	1	2	3	4	5	6
65. Assist disadvantaged students in setting educational and vocational goals	1	2	3	4	5	6
66. Gather cumulative, health and other records of disadvantaged student	1	2	3	4	5	6
67. Conduct home visits	1	2	3	4	5	6
68. Involve parents in instructional programs for disadvantaged students	1	2	3	4	5	6
69. Utilize community resources in meeting the needs of disadvantaged students	1	2	3	4	5	6
70. Maintain a public relations program	1	2	3	4	5	6
71. Involve disadvantaged students in extra-curricular activities	1	2	3	4	5	6
72. Present information in step-by-step fashion	1	2	3	4	5	6
73. Provide tutorial service to disadvantaged students	1	2	3	4	5	6
74. Motivate disadvantaged students to learn	1	2	3	4	5	6
75. Use rewards in teaching disadvantaged students	1	2	3	4	5	6
76. Relate students' past experiences to subject being taught.	1	2	3	4	5	6
77. Accept disadvantaged students as potential successful learners	1	2	3	4	5	6
78. Use student-centered activities	1	2	3	4	5	6
79. Use behavior modification techniques.	1	2	3	4	5	6
80. Assist the disadvantaged student in developing a feeling of self-determination.	1	2	3	4	5	6
81. Provide success experiences for the student	1	2	3	4	5	6
82. Assist students in seeing the relevance of vocational education to their future occupations.	1	2	3	4	5	6
83. Utilize the creative ability of disadvantaged students to enhance learning	1	2	3	4	5	6
84. Assist disadvantaged students in developing their ability to set goals	1	2	3	4	5	6
85. Help student develop positive self concept.	1	2	3	4	5	6
86. Help student develop good health habits.	1	2	3	4	5	6
87. Help student develop a sense of responsibility	1	2	3	4	5	6
88. Maintain high degree of relevance in instruction.	1	2	3	4	5	6
89. Develop opportunities for disadvantaged students to experience success	1	2	3	4	5	6
90. Help student to form positive relationships with other people	1	2	3	4	5	6
91. Assist disadvantaged students to develop employability skills	1	2	3	4	5	6
92. Utilize short-term objectives to build student confidence.	1	2	3	4	5	6
93. Be consistent and clear about your expectations	1	2	3	4	5	6

Very Important

94. Expect the student to succeed 1 2 3 4 5 6

97. Accept the student as he/she is 1 2 3 4 5 6

In the blanks below, please add any additional Disadvantaged skills that you feel are important. Please rate the importance of these additional skills.

96. _____ 1 2 3 4 5 6

97. _____ 1 2 3 4 5 6

98. _____ 1 2 3 4 5 6

99. _____ 1 2 3 4 5 6

100. _____ 1 2 3 4 5 6

PROFESSIONAL DATA

Please check the appropriate response for each item as it applies to you in your current position.

1. County in which you are employed: _____
2. Your present position: ___ County vocational director; ___ Vocational teacher; ___ County Voc. ads/sup.; ___ Voc. school ads/sup. ___ Other.
3. Number of years in present position: ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
4. Total no. of years in Voc. Ed.: ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
5. Total no. of years work experience (outside field of education): ___ 1-5; ___ 6-10; ___ 11-15; ___ 16-25; ___ over 25.
6. Highest degree held: ___ High School; ___ Associate; ___ Bachelor's; ___ Master's; ___ Advanced Master's; ___ Doctorate; No. of quarter hours beyond your highest degree: ____.
7. Special training you received to teach disadvantaged students (if any): _____
8. Sex: ___ Male; ___ Female.
9. Age: ___ 20-30; ___ 31-40; ___ 41-50; ___ 51-60; ___ over 60.

THANK YOU.

Please place the completed questionnaire in the self-addressed, stamped envelope provided and return it to us by mail.

Vocational Education
Florida State University
Tallahassee, Florida 32306

APPENDIX B

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

TO: County Vocational Directors

Dear Colleague:

We need your help! We are in the process of identifying professional skills important to Vocational Education teachers, administrators and supervisors serving disadvantaged students. After important skills are identified, they may be included in programs to prepare individuals for these positions. Practitioners in the field, such as you, are the most qualified source to identify important skills. We ask your help by doing the following:

1. Please complete the enclosed survey instrument which lists various professional skills that may or may not be important to vocational teachers, administrators or supervisors. Although many of the skills relate to teaching, we are interested in identifying those that are important to county vocational directors and other administrators providing vocational education to disadvantaged students. Please complete the instrument by Dec. 5 and mail in the enclosed business reply envelope. Your responses will be held in strict confidence.

2. Please distribute the additional packets of materials to other administrators, supervisors or coordinators of vocational education in your district who are serving disadvantaged students. Each packet contains an identical instrument, a cover letter and a business reply envelope.

We realize that your professional duties require much of your time; however, you are the most qualified source to identify skills needed by county directors to meet the needs of disadvantaged vocational students. Your help will be greatly appreciated; we look forward to receiving your response.

Sincerely,

Robert E Andreyka

Robert E. Andreyka
Program Leader

REA/cc
enc.

APPENDIX C

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

November 26, 1975

TO: Vocational Education Directors/Principals

Dear Colleague:

We need your help! We are now in the process of identifying professional skills that are important to vocational teachers serving disadvantaged students. Skills identified as important may then be included in teacher training programs. Your institution has been identified as an institution that has applied for funds to develop vocational programs to serve disadvantaged students. Your assistance will be greatly appreciated.

We ask that you please distribute the enclosed packet(s) of materials to your vocational teachers in all subject areas who are teaching disadvantaged students. These packets contain a survey instrument which lists various professional skills that may be important to vocational teachers, a cover letter asking vocational teachers to rate the importance of these competencies, and a return envelope.

Your help in distributing the instrument and encouraging your vocational teachers to complete it will be of great help. Thank you.

Sincerely,

Robert E. Andreyka

Robert E. Andreyka
Program Leader

REA/lm
enc:

APPENDIX D

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

November 26, 1975

TO: Selected Vocational Education Teachers

Dear Colleague:

We need your help! We are now in the process of identifying professional skills that are important to vocational teachers who teach disadvantaged students. Skills identified as important may then be included in programs designed to prepare teachers. Vocational teachers who are actually teaching disadvantaged students are the best qualified source to identify important professional skills.

Enclosed is a survey instrument which lists various professional skills that may be important to vocational teachers serving disadvantaged students. We ask that you please take a few minutes and complete the instrument and return to us in the enclosed business reply envelope by December 10, 1975. Your responses will be held in strict confidence.

We realize that your professional duties require much of your time; however, you are the most qualified source to identify important skills. Your help will be greatly appreciated; we look forward to receiving your responses.

Sincerely,

Robert E. Andreyka

Robert E. Andreyka
Program Leader

REA/lm
enc.

APPENDIX E

Open-Ended Responses By Teachers and Administrators/Supervisors

---

Teaching Methods

---

1. Informal
2. Small Groups (2)
3. Use Interest Sequence of learning activities
4. Start Students where they are

Unique Competencies Relating to Disadvantaged

---

1. Understand and employ laws relating to disadvantaged programs
2. Develop equipment lists for disadvantaged programs
3. Have a sense of empathy

Program Planning

---

1. Develop learning activities that work from concrete to abstract
2. Teach what society expects of students
3. Total faculty understanding
4. Coordinate activities with other teachers in school

Miscellaneous

---

1. Show that you care for students as individuals
2. Develop a sense of mortality, honesty, etc.
3. Recognize the student's need for attention

APPENDIX F

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

April 19, 1976

We need your help in determining how to assess when vocational education teachers and related personnel have attained important professional competencies. The Vocational Education Program at FSU recently completed a study which identified professional competencies important to vocational teachers and related personnel.

The next phase of this project will be to identify assessment criteria for each competency. These criteria will be used to assess whether competencies have been attained. You have been identified as having expertise in one of the areas within the project. We would like to request your participation on a "jury" to examine a preliminary list of criteria and to recommend revisions.

We will be able to offer you an honorarium of $50 in appreciation for your help. Your participation will contribute to the development of more effective teacher education programs in Florida.

We will contact you soon to answer any questions you may have and determine if you are able to participate. Thank you.

Sincerely,

Robert E. Andreyka

Robert E. Andreyka
Program Leader

REA/la

APPENDIX G

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

M E M O R A N D U M

TO: Jury Members for Validation of Assessment Criteria

FROM: Robert E. Andreyka

DATE: April 26, 1976

Dear Colleague:

We appreciate your agreeing to serve on a jury to examine criteria that will be used to assess whether vocational educators have mastered important competencies. Please find attached a list of your responsibilities as a jury member and an outline and example of the types of criteria statements desired. Also attached is a brief overview of the Exemplary Competency-Based Vocational Teacher Education project, of which criteria identification and validation is a part.

A graduate assistant assigned to the project will be working closely with you. This individual will bring or mail the preliminary criteria statements to you and pick them up or supply mailing envelopes for your returning them.

Again, our thanks for your professional contribution to this project.

APPENDIX H

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

Responsibilities of Jury Members

1. Carefully examine the assessment criteria listed for each competency.
2. Determine if each criteria statement can be used to assess whether individuals have mastered the competency.
3. Make any additions, deletions, corrections or comments to the criteria statements you wish.
4. Have your revisions ready to be picked up or mail them by the date specified.

Criteria Statements Desired. When examining criteria statements, please determine if the criteria for each competency have the following characteristics:

1. Criteria statements covered all key elements of the competency.
2. Criteria statements were based entirely on the competency.
3. Criteria statements were written in past tense.
4. Criteria statements could receive only "yes" or "no" response.
5. Criteria were objective (did not rely heavily on judgement).

Example. Below is an example of a typical competency and appropriate criteria statements:

Component: Teaching in Trade and Industrial Education

Competency Category: Instructional Planning

Competency: Write a lesson plan.

Assessment Criteria:

1. The lesson was based on specific student performance objectives.
2. The introduction to the lesson was prepared.
3. An outline of the major concepts of the lesson was prepared.
4. The techniques and methods to be used in presenting the lesson were identified.
5. Learning experiences were selected based on the individual differences of students.
6. A summary of the lesson was prepared.
7. Evaluation devices/techniques were identified.
8. Resource materials were specified.

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

One of the main objectives of the Competency-Based Project at Florida State University is to change the teacher education curriculum from the traditional course-oriented approach to the more individualized competency or performance based approach. Instead of selecting a variety of courses in different vocational areas, individuals will work towards mastering important competencies. Where will the competencies come from? Vocational educators in Florida who are currently serving as teachers, administrators and related professionals have been involved in the competency identification process.

The Project is composed of several phases and includes the areas of Administration and Supervision, Career Education, Cooperative Vocational Education, Disadvantaged, Handicapped, Industrial Arts, Research, Trade and Industrial, and Technical Education. The team approach to identifying competencies in each area has been used, with graduate assistants, FSU faculty and other advisors as members of each team. During the Fall Quarter, each team identified a preliminary list of skills that were considered necessary for success in the different areas, such as administration, career education, etc. Each list was presented to a panel of experts for additions, corrections and revisions. The final list was developed into a questionnaire and sent to a sample of Florida vocational educators. These practitioners rated the competency statements as to <u>importance</u> for vocational educators in positions similar to their own. The team spent the Winter Quarter analyzing the results and determining which competency statements were considered most important. During the

Spring Quarter, the teams have been writing assessment criteria for the various competency statements. These criteria statements are now ready for examination by a jury. A jury has been selected for each area within the project to examine the criteria statements and recommend appropriate revisions.

The criteria for each competency will be used to determine whether individuals have mastered the competency. The criteria statements will be incorporated onto a check list that an evaluator may use to assess the individual's performance during or after the competency has been demonstrated.

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